58th ANNUAL PROCEEDINGS

THE COLLEGE PHYSICAL EDUCATION ASSOCIATION

1955

NEW YORK CITY

PHYSICAL EDUCATION

UNIVERSITY OF MICHIGAN

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1955

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COLLEGE PHYSICAL EDUCATION ASSOCIATION

PRESIDENT'S ADDRESS

1954

WILLIAM F. MEREDITH

UNIVERSITY OF PENNSYLVANIA

Fellow Members:

It is my pleasure to welcome you here today to the 58th Annual Meeting of the College Physical Education Association. An excellent program has been prepared and it is my hope that you will take advantage of the opportunities offered to gain new knowledge and to share with others the results of your experience. We have much to share and those who make use of the opportunities here will find great satisfaction in returning to their institutions better prepared to serve the needs of their students. New York City offers many interesting attractions but our professional responsibilities place priority on attendance at and participation in the program which will take place here in this hotel. Your colleagues have worked hard in an effort to prepare this program. Those who have accepted roles as participants have given time and effort to their preparation. You have an obligation to them to be present for their presentation.

It has been a pleasure for me to serve as your president. The Executive Council has been most cooperative. Almost without exception those members of the Association who have been approached to serve on committees, to assist in the preparation of the programs or to represent the Association at some meeting, have accepted and carried out their assignments in most satisfactory manner. I should like to express my sincere appreciation to each of them for a job well done. Any progress which has been made in furthering physical education at the college level during 1954 may be attributed to the unselfish devotion and untiring efforts of these members of the Association who have responded to the call to service. I am sure that all other members would have been as willingly responsive.

In addition to those affairs strictly within the Association we have shared officially in many activities through our representatives to the following:

The International Congress on The Essentials of Physical Education for Youth held at the Connecticut Valley Colleges and Schools, April 11 - 16, 1954. Many of our members were present and took a part in the program in some way. Some of the most informative and inspiring

presentations were made by members of this Association. The Association was officially represented by your president.

The Biennial Convention of the American Association HPER held in New York City, April 19 - 23, 1954, attracted many of our members. We were well represented on various programs and in many activities. Taking advantage of the opportunity the Executive Council met to advance plans for this meeting.

The Fourth National Conference on Health in Colleges held in New York City, May 5 - 8, 1954. The College Physical Education Association was one of the sponsoring organizations and through its members made worthy contribution to the preparation of the program, its presentation and implementation. Our official representative was L. Carroll Adams of Columbia University.

The National Conference on Physical Education for College Men and Women held in Washington, D. C., October 4 - 6, 1954. Our official representatives were Herman Schnell, University of Florida Co-Chairman of the Conference; Howard C. Leibee, University of Michigan; and G. D. Loebs, Colby College. However, many of our members including the entire Executive Council were present to lend leadership and to contribute to the effort in many ways. A report of the Conference is scheduled for this convention and no one should miss the opportunity to learn of the results of the Conference which was marked by a splendid spirit of cooperation and willingness to work long and hard.

D. A. Hindman represented the Association at the Conference on Equality of Opportunity in Higher Education held in St. Louis on November 15 and 16, 1954, under the sponsorship of the American Council on Education. St. Louis Conference to discuss the new Division in the AAHPER on Men's Athletics. Forty-two participants met on November 8, 1954 to discuss this Division and to explore ways in which it can play an effective role in the AAHPE, the N.E.A. and the professions in general. CPEA was represented by Thomas E. McDonough, Emory University and Chairman of the Joint Committee on College Physical Education and Athletics, and Jack Matthews, University of Missouri.

Those of you who have read the Program are aware that yesterday was held, as part of this convention, a meeting to explore the desirability of a conference on Intramural Athletics for College Men and Women. Participants represented the AAHPER, the CPEA, and NAPECW. A conference will be held in the fall in Washington.

In addition to the above, several events are worthy of mention:

The action of the Research Council, AAHPER, in undertaking a study of the "Effects of Physical Education at the Elementary School Level". We have long needed some scientific evidence to support the claims for our school programs and to meet the challenges of such activities as Biddie Basketball, Bantam Football, Little League Baseball, etc. This study was suggested at least in part by this Association and has been accepted by the Research Council as a two year project. Plans are under way for the appointment of a Committee of this Association to pursue a similar study at the College level.

The Association has been accepted into membership in the Coordinating Committee on Collegiate Problems of Teacher Education and is ably represented by Carl. L. Nordly of the University of Minnesota. This Committee will hold its next meeting in Chicago in conjunction with

the meeting of the American Association of Colleges for Teacher Education (AACTE), February 23 - 26, 1955. A part of the program will be devoted to our field and many of our members are planning to be present.

The National Committee for the Improvement of Professional Preparation in Health Education, Physical Education, and Recreation met in New York, in April and will hold its 1955 meeting in Chicago on February 24, 1955. Plans are under way to cooperate with the National Council for the Accreditation of Teacher Education (NCATE) and the Professional Education Section of the AAHPER in the revision of the Evaluative Schedules in the three fields. Your president was elected to the chairmanship of the Committee in April succeeding Carl L. Nordly who did such an outstanding job in leading the Committee to its present accomplishments.

The Physical Education Film sponsored by the AAHPER, CPEA, NAPECW, Society of State Directors of Health, Physical Education and Recreation, and Athletic Institute is now in an advanced stage of production. Fred V. Hein, of the American Medical Association, (AMA), is our representative and will report on the project as Chairman of the Committee on Film Projects and Television at the business meeting this afternoon.

The Association was represented at the installation of Owen Meredith Wilson as President of the University of Oregon, October 19, 1954 by Robert W. Bergstrom, Oregon State College and of Raleigh Warren Holmstedt as President of Indiana State Teachers College, Terre Haute by Galvin L. Walker, Butler University on January 6, 1954.

Frederick W. Luehring, University of Pennsylvania (Honorary), represented the Association at the Centennial Celebration of Lincoln University on April 29 and 30, 1954.

John O. Jones, University of Illinois, Chicago Branch, represented the Association at the 37th Annual Meeting of the American Council on Education in Chicago, October 14 - 15, 1954.

These represent some of the activities of the Association, and the willingness of our members to be of service. To each of the above mentioned persons and to any others who have been overlooked I extend the sincere appreciation of the Association in general and of its president in particular.

We may well be proud of the accomplishments of the College Physical Education Association since its founding in 1897. Many services have been rendered to the profession by men who have been motivated by the desire to raise our standards and provide more satisfying experiences for college students. Our influence has been wide and the contributions in some areas outstanding.

Much remains to be done in the future. Programs in many of our colleges and universities still fail to present the opportunities for acquiring habits, attitudes, knowledges, and skills suited to the needs of the students and interests.

A sound program of public relations has its roots in the satisfactions derived from participation in well-planned, well-taught, and well-supervised programs. We need further and more successful effort in selling our program to administrators and faculties. The success in this direction in some of our schools is indicative of the potentials here.

Teacher preparation has been greatly improved during the past few years. There are still many things to be done before we may rest on

our laurels. The appalling lack of interest in the profession on the part of recent graduates gives little assurance of professional leadership in the future. Somehow along with better curricula and better teaching methods we must inspire our students to rise above the examples of their teachers in the public and private schools in accepting their responsibilities to a profession which is seeking to render a service to the youth of our nation.

Our Association will consider at this meeting the desirability of setting up district organizations which will give more members opportunity to attend planned conferences and to benefit from the exchange of ideas now impossible because of distance. Such a plan should increase our membership and broaden greatly our sphere of influence.

In addition we should give thought to an expansion of service and membership through the inclusion of college and university teachers and leaders of health education and recreation. Many of our departments today have personnel devoting some part of their time to these other fields. We need these people and should want them in our organization.

Moreover, we need to give thought to the pattern of our organization and in setting up a definite structure as to the work of the committees which are the most important part of the Association. Progress in the past has and in the future will depend upon the accomplishments of these committees. We have been endeavoring to bring our constitution up to date, sound policies have been propounded and operating codes have been established. Consideration must be given and action taken to curtail unnecessary duplication of effort and to strengthen our attack on the needs and opportunities peculiar to our field. Perhaps we should be undertaking some things which would demand the attention of a commission, a selected group to complete a project of some magnitude. The proposed study on the effects of physical education might fall in this category.

These things and many others which might have been mentioned present a challenge to our Association in the years to come. We have come far during the past fifty-eight years but our greatest opportunity lies ahead. Each of us may take satisfaction in this fact and rejoice in the point of view expressed in the statement that "there will always be a frontier where there is an open mind and willing hands".

A year ago in taking over the presidency I quoted Etienne de Grellet as follows: "I shall pass through this world but once. If, therefore, there be any kindness I can show, or any good I can do, let me do it now, let me not defer it or neglect it, for I shall not pass this way again." I have endeavored to apply the concept implied to my efforts as your president. If I have succeeded in any degree, and this through the cooperative efforts of all of you, I shall be exceedingly happy to have been entrusted with the honor which you bestowed by your election one year ago.

WHERE IS PHYSICAL EDUCATION GOING?

SUB-COMMITTEE I: TRENDS

MEETING BASIC PERSONALITY NEEDS

C. O. Jackson, University of Illinois
Carl T. Nessley, Ohio University
Wesley M. Staton, University of Florida

Personality needs in children and youth have their origins in the psychosomatic characteristics of the individual and the culture in which he lives. Biological and psychological drives or urges are strongly influenced by society. What is desirable in one culture may be taboo in another. Such diversity in social values is to be found within national, state, and even community boundaries. Depending upon the standards of his society certain psycho-physical needs may be adequately met, others may be re-directed, and still others may be denied. Pupils therefore do not have "personalities," rather they are personalities developing under the forceful influences of their environments. Accordingly, the meeting or fulfilling of basic personality needs can be considered the sine qua non of effective programs of education. As an integral part of education, physical education must perforce found its curriculum and methodology on the nature and needs of the individual at each level of his development and in terms of the circumstances and demands of his society.

Unless the social climate is carefully analyzed, the needs approach in education may result in a curriculum that is excessively child-centered. Recognition of this problem has recently found expression in the wider usage of the "developmental task" concept. Developmental tasks are considered to be those accomplishments - physical, mental, and social - which must be realized by the individual in a way that is satisfactory to him and to his society. These are the things one must learn for healthy, happy, and successful growth and development.

In this report the term needs is used in the sense that it represents those things which must be provided for in the modern curriculum in physical education if children and youth are to "live most and serve best."

I Primary Grade Level

A. Nature of the child (age six to eight)
   1. Rate of physical growth is moderate and steady.
   2. Defenses against infection are not well developed.
   3. Endurance is relatively limited.
   4. Coordination is improving.

5. Individualism dominates.
6. Group interests and skills are developing toward the end of this period.
7. Approval of adults is becoming more important than that of peers.
8. He likes rhythm and music.
9. Curiosity and imagination are prominent.
10. Imitative and dramatic abilities are good.
11. He is creative.
12. Reasoning power is developing but judgments lack basis of experience.
13. Attention span is relatively short and retention is poor.
14. He enjoys repetition.
15. Reaction time is slow and ability to focus the eyes has not fully developed
16. Emphasis is on speed and energy expenditure.
17. Sex differences are relatively insignificant.

B. Needs of the child (age six to eight)
1. Adequate opportunity for exercise, play, and activity in safe surroundings.
2. A sense of security, of well-being, and acceptance by his peers.
3. An organized activity program, more enjoyable than heavy, with short periods of participation, alternating with periods of rest or frequent change of activity.
4. Activities adjusted to the age and coordination of the child; variety is not as important as later on.
5. Opportunities to work, share, and plan with others.
6. Opportunities to develop self-direction and leadership.
7. Activities which stimulate interests and provide enjoyment and satisfaction.
8. Experiences in rhythms, in chances for creative experiences, and opportunities to satisfy his curiosity by trying his skill and testing his abilities.
9. Activity sufficiently strenuous to contribute to the development of the skeletal, muscular, and cardiovascular systems.

C. Curricular experiences contributing to pupil needs (age six to eight)
First grade: (Activities recommended)
Mimetics(animal imitations, follow the leader, etc.)
Tag and It (squirrels in trees, Jack be Nimble, etc.)
Singing games and rhythms (Farmer in the Dell, etc.)
Story plays (Circus, A Day in the Country, etc.)
Catching-throwing games (Call Ball, Circle Pass Ball, etc.)
Jumping-hopping (I Spy, Jump the Brook, etc.)
Miscellaneous (Statues, Follow the Leader, etc.)
Self-testing (elementary tumbling, trained seal, etc.)
Running (non-competitive at first)
Second grade: (Activities recommended)
Mimetics (climbing ladders, weather vane, etc.)
Skills (two-arm throw, jumping for height, etc.)

Catching-throwing (Circle Stride Ball, Center Base, etc.)
Tag and It (Midnight, Cat and Rat, etc.)
Rhythms (Oats, Peas and Beans, A-hunting We Will Go, etc.)
Story plays (Washing Clothes, Making a Garden, etc.)
Self-testing (Measuring worm, Wheelbarrow, etc.)
Rope skipping
Third grade: (Activities recommended)
Mimetics (bicycling, bouncing balls, etc.)
Athletic games (Dodge Ball, Kick Ball, etc.)
Relay races (Eraser relay, Stoop and Stretch, etc.)
Stunts (Crab walk, elementary tumbling, etc.)
Tag and It (The Ocean is Stormy, Stoop Tag, etc.)
Rhythms (Hot Cross Buns, Taffy Was a Welchman, etc.)
Selt-testing (Through stick, target throw, etc.)
Rope skipping

II Intermediate Grade Level

A. Nature of the child (age nine to eleven)
It must be borne in mind that children do no suddenly change when they reach a certain age. Some fourth graders may be as mature as some sixth graders physically, mentally, or emotionally - and vice versa. However, for ease in classification, the "break" between the two groups usually considered to be at or about the fourth grade.

This too is the time when it is desirable to separate the two sexes, since the boys usually like the rougher, contact type games. On the other hand the girls, except for the "tomboys," prefer milder activity. Some coeducational activity should be carried on however, using skills in certain recreational activities which have already been learned in the segregated classes.

1. Growth is rapid with girls generally taller and heavier than boys.
2. Interest span has increased.
3. Motor coordination is developing rapidly.
4. Antagonism to opposite sex, particularly among boys, is apparent.
5. Many girls are of the "tomboy" type.
6. Interest is growing in active, competitive games.
7. Boys and girls are interested in dramatics and rhythmic activities, but many boys still need to be motivated.
8. Considerable variation in size, weight, and coordination among individuals occurs.
9. Satisfactions come with achievement.
10. Personal appearance, particularly among boys, is of little concern.
11. Rivalry and "gang" spirit high.
12. Interest is high in adventure and excitement.
13. He is not inclined to persevere unless motivation and interest are involved.
14. Self-reliance and the desire for independence are developing.
15. Individual prestige and group approval are sought.
16. Group (team) loyalties develop.

B. Needs of the child (age nine to eleven)
Just as with the nature of the child, the needs tend to vary almost as much. Here, the good teacher realizes that "John and Mary Average" are in the majority, but also that adjustments must be made for those below and above, in terms of special needs. As with the younger group, children of this age need a daily period of physical education, with a time increase of from half an hour to forty-five minutes.

1. Adequate opportunity to participate in vigorous team games (boys) and creative dance activities (girls).
2. Opportunities to improve and demonstrate his motor abilities.
3. A physical education program that provides for the development of sportsmanship and related qualities of the good citizen.
4. Guidance in safe and healthful living.
5. Opportunities to learn and practice good body mechanics.
6. Opportunity to resolve the conflict between idealism and realism.
7. Opportunities to further develop leadership ability.
8. Understanding and sympathy from adults, especially the teacher.

C. Curricular experiences contributing to pupil needs (age nine to eleven)
Fourth grade: (Activities recommended)
Tag and It (Pom Pom Pull Away, Boiler Burst, etc.)
Rhythms (Pop Goes the Weasel, Paw Paw Patch, etc.)
Stunts (Knee dip, Wring the Dishrag, etc.)
Tumbling (elementary stunts, balances and rolls, etc.)
Relay Races (Soccer Relay, Hurly Burly Beanbag, etc.)
Athletic games (long ball, pin soccer, etc.)
Modified or lead-up games (on o'cat, soccer, etc.)
Chinning and Rope skipping
Body mechanics
Fifth grade: (Activities recommended)
Tag and It (Come along, Buddy Spud, etc.)
Rhythms (Captain Jenks, Skip to my Lou, square dancing, etc.)
Stunts (Indian wrestle (boys), Wheelbarrow (boys), Jump the stick, heel click, etc.)
Relay races (all up Indian Club relay, over and under relay, etc.)
Athletic games (Shinny (boys), Captain ball, etc.)
Individual Athletic events (Potato race, running board jump (boys), Soccer dribble, basketball throw for accuracy, etc.)
Lead-up games (punting, passing, and catching (boys), modified softball, field ball, team dodge ball, etc.)
Pyramids and simple apparatus (primarily for boys)
Body mechanics
Chinning and push-ups (boys)
Sixth grade (Activities recommended)
Tag and It (Duck on the Rock, Last Couple Out, etc.)
Rhythms (Ace of Diamonds, Gustaf's Skoal, square dancing, waltz, etc.)
Stunts (hand wrestle (boys), elephant walk, cock fight (boys), knee spring, etc.)
Relay races (odd and even, skip rope, etc.)

Athletic games (simplified soccer, modified touch football (boys), field ball, modified basketball (boys), pin basketball, etc.)
Individual events (hand traveling events, alternate hop races, etc.)
Chinning and push-ups (boys).

If you are fortunate enough to have access to a pool, elementary aquatics can and should be given to all boys and girls beginning with the fifth or sixth grade. Separate classes for boys and girls are advisable.

Coeducational participation may be centered around activities from the rhythms and athletic games groups. A few from the Tag and It group may also be selected for this purpose.

III Junior High School Level

A. Nature of the preadolescent (age 12 to 14)

(Physical)

1. Growth is rapid but uneven.
2. "Pubescent spurt" may be over for most girls, just beginning for boys.
3. Secondary sex characteristics are becoming more apparent.
4. The rate of motor learning is lower than in middle childhood or later adolescence.
5. Awkwardness and poor body control appear to be concommitants of rapid physical growth.
6. Girls are generally taller and heavier than boys.
7. High energy shown with alternate periods of restlessness, fatigue, and "laziness."
8. Increased endocrine activity influences the development of sex organs and, in girls, is accompanied by the menarche.
9. Periods of accelerated body growth are accompanied by fairly rapid increase in heart size.
10. Ossification of the skeletal system is still incomplete and growth plate (epiphyseal) injuries may occur, especially among boys.

(Psychological)

1. Increased awareness of the opposite sex.
2. Popularity with own and opposite sex is a prominent concern.
3. Tendency to become moody, self-contained, critical, dissatisfied, and uncooperative.
4. Self-consciousness regarding physical changes may develop.
5. Interests of boys and girls are beginning to differ.
6. Interest is generally high in sports (boys), dancing and music (girls), television, radio, movies, outdoor recreation, clothes, and travel.
7. Group skills and team spirit more evident.
8. Fair play and adherence to the rules are highly regarded.

B. Needs of the preadolescent (age 12 to 14)

(Physical)

1. A planned program of physical education that includes activities sufficiently strenuous to challenge, but not overtax, the circulatory system.

2. Physical competition against others, his own previous achievement, and achievement standards.
3. Opportunity to learn new motor skills and improve on old ones.
4. An environment and supervision conducive to the avoidance of bone injury in physical education activities.
5. Opportunity for periods of rest and relaxation during the physical education period.

(Psychological)

1. Sympathetic and understanding guidance by teachers, parents, and other adults.
2. A feeling of acceptance and belonging to the peer group.
3. Opportunity for the development of a sense of responsibility and qualities of leadership.
4. Opportunity for the gradual development of independence.
5. Opportunity to achieve some measure of success in some physical limitations.
6. Guidance in healthful living, especially in the areas of nutrition and diet, skin care, alcohol and tobacco, rest and relaxation, dental health, and safety in aquatics and other sports.
7. Opportunities to develop understanding and respect for others who may differ in one way or another from the peer group.
8. Guidance in overcoming physical and emotional problems.

C. Curricular experiences contributing to pupil needs during preadolence (age 12 to 14)

In general, the activities making up the curriculum for the Junior High School and the Senior High School are quite similar. The essential difference is that of performance level. The skills taught in the Junior High School are necessarily elementary ones. Advanced skills and techniques, as well as strategy in certain sports, usually receive emphasis in the Senior High School. The basis for classification of activities is that used by the Curriculum Research Committee of the College Physical Education Association in its 1951 report, The Physical Education Curriculum (A National Program).

1. Aquatics (Swimming, Diving, Life Saving)
2. Dancing (Social, Square, Folk, Modern (Girls), Tap)
3. Team Games - Court and Diamond (Basketball, Softball, Volleyball, 9-Court Basketball (Girls))
4. Team Sports - Field (Touch Football, Speedball, Soccer, Track and Field, Fieldball (Girls))
5. Individual and Dual Sports (Tennis, Badminton, Archery, Golf, Handball, Bowling, Fly and Bait Casting)
6. Gymnastics (Tumbling, Pyramids, Stunts, Apparatus)
7. Body Mechanics (Skills of standing, sitting, walking, lifting, pushing, pulling, relaxing)
8. Co-educational activities (Tennis, Badminton, Bowling, Archery, Volleyball, Golf, Dancing)

IV Senior High School Level

A. Nature of the adolescent (age 15 to 17)

(Physical)

1. Growth rate slows down and becomes more even.

2. Some boys still undergoing "pubescent spurt."
3. Secondary sex characteristics usually well developed.
4. Rate of motor learning increases.
5. Greater ability to manage body, awkwardness is on the decline.
6. Boys catch up to girls and pass them in height and weight.
7. Energy is still variable, with periods of fatigue and lassitude evident.
8. Heart size continues to increase in proportion to body size.
9. Ossification still not completed and epyphyseal separation remains a hazard for boys in body contact and other activities where trauma occur.
10. Endocrine activity predisposes to skin conditions, notably acne.

(Psychological)

1. Strong emphasis on acceptance by members of opposite sex.
2. Anxieties concerning sex, popularity with age mates, and ultimate aim in life.
3. Vacillations in moods, swinging from elation to depression and from cooperation to rebellion.
4. Increased feelings of independence from family.
5. More responsive to influences of peer group and teachers, or other adults, rather than parents.
6. Loyalty to the peer group is itensified.
7. Difficulty in accepting the body, usually attended by self-consciousness concerning the body.
8. Increase in ability to participate in group planning and problem solving.
9. High interest in grooming and personal attractiveness.
10. Conformity to peer group standards is a dominating influence.

B. Needs of the adolescent (age 15 to 17)

(Physical)

1. A planned program of physical education designed to develop high levels of motor fitness.
2. Opportunity to compete in regular class, intramural, or (boys) interscholastic sports.
3. Opportunity to continue development of body control in sport, dance, and daily activities.
4. Opportunity to overcome or compensate for physical inadequacies or abnormalities.
5. Opportunity to learn new skills and improve techniques in old ones.
6. A safe environment and guidance in safe practices in sports activities.
7. Opportunity for periods of rest and relaxation during the physical education period.

(Psychological)

1. Guidance in developing proper attitudes toward sex.
2. Help in understanding and accepting the sex role (girls).
3. Help in overcoming feelings of inferiority and inadequacy.
4. Opportunities to share in group planning and decision making.
5. Opportunity for increased responsibility and leadership.

6. Help in achieving greater independence through self-confidence and self-reliance.
7. Continued guidance in healthful living, particularly in problems of nutrition and diet, skin care, alcohol and tobacco, rest and relaxation, dental health, and safety in aquatics and other sports.
8. Opportunities to develop understanding and respect for those who are outside of, and differ from, the peer group.
9. Opportunity to develop individual initiative and creativity.
10. Guidance in establishing a set of values for living.

C. Curricular experiences contributing to pupil needs during adolescence (age 15 to 17)

As previously indicated, the activities appropriate for the Senior High School level are almost identical to those at the Junior High School level. At the Senior High School grade levels greater emphasis may be placed upon the more strenuous activities, especially for boys. Advanced skills and techniques are developed at this upper level providing opportunities for learning elementary skills have been available in earlier years. Physical fitness becomes a more prominent objective for boys who are soon to serve in the armed forces. Co-educational participation continues to be featured wherever feasible. New activities for girls include Basketball and Field Hockey at the Senior High School level. Otherwise curricular experiences tend to follow the types cited for Junior High School pupils.

V College Level

A. Nature of the young adult (age 17 to 23)

(Physical)

1. Physical maturation is almost complete.
2. A wide range of organic and neuro-muscular development prevails.
3. Coordination and integration are generally high.
4. Sexual maturation is complete.
5. Wide range obtaines in the variety of physiques.
6. Strength and endurance are potentially high.
7. Physical health and ability to resist disease is generally good.
8. Skeletal maturation is practically complete.

(Psychological)

1. Group consciousness continues but individuality is emerging.
2. Wide variations in interests prevail, some are sports enthusiasts others are spectators or "loungers."
3. High interest in the opposite sex.
4. Anxieties with regard to the future in terms of vocation and family life.
5. Much concern over social status and acceptance by peer groups.
6. Emphasis on good grooming and physical attractiveness.
7. Increased concern with international tensions and the problem of adjusting to a near-term future military service (boys).
8. Tendency to think in terms of social welfare and democratic concepts in daily living.

B. Needs of the young adult (age 17 to 23)

(Physical)

1. Opportunity to develop skills that may have been unavailable in physical education programs in the elementary and secondary schools of some communities.
2. Opportunity to develop strength, endurance, and other qualities of motor fitness, especially for boys.
3. Help in planning individualized programs of activity in light of physical inadequacies or defects.
4. Opportunity to learn effective use of the body to lessen strain and fatigue.
5. Opportunity to develop rhythmic ability.
6. Opportunity to become expert in some physical activity wherever possible.

(Psychological)

1. Guidance in accepting the sex role and understanding sex relationships in proper perspective.
2. Help in developing an understanding of the body as the instrumentality of the "self."
3. Opportunity to develop group skills in planning and problem solving.
4. Opportunity to develop the ability to make choices and devisions on the basis of objective analysis of problems.
5. Guidance in developing an understanding of and an appreciation for the place of sports in American life.
6. Opportunity to build favorable attitudes toward play and recreation now and in the future.
7. Opportunity to understand the importance of democratic relationships in daily living.
8. Health guidance in such important related areas as nutrition and diet, alcohol and tobacco, skin care, emotional health, heterosexual relationships, and safety in aquatics and other sports.

C. Curricular experiences contributing to student needs during young adulthood (age 17 to 23)

The physical education program at the college level, as in previous years, should be based upon student needs and interests. The need for organic stimulation and neuro-muscular development (motor fitness), social integration, and recreational competency provides the frame of reference for the curriculum at this level. Student interests are usually rather strongly influenced by the sports experiences they have had before coming to college. The curriculum tends to follow the same pattern as that of the Senior High School but with broader scope and emphasis on advanced instruction, after reviewing fundamentals, co-educational participation, and carry-over values. Student sharing in curriculum development and evaluation is important in providing for the development of group skills and sense of responsibility. Greater attention is given to development and adapted physical education at the college level. This apparent anachronism may be explained largely by the fact that colleges and universities have more personnel, including specialists in this area,

than do most elementary and secondary schools. As at the Senior High School level, boys should be given the opportunity to achieve sufficiently high levels of strength, speed, agility, and endurance to enable them to adjust more effectively to military training and duty.

SUB-COMMITTEE II: OBJECTIVES

PROGRESS REPORT

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Background. The Sub-Committee on Objectives, as one of five sub-committees of the Curriculum Research Committee, had its inception in 1931. Its function was "to consider specific needs at various ages in terms of physical, social, mental, and emotional factors. These in turn would lead to the determination of specific objectives for various age levels based on interest and capacity" (16). Over the years the membership of the Sub-Committee on Objectives has continued to work toward the elaboration, evaluation, and implementation of the objectives set forth by the Curriculum Research Committee some twenty six years ago. These objectives were stated as follows:

1. The contribution to the physical and organic growth and development of the child and the improvement of body function and body stability.
2. The contribution to the social traits and qualities that go to make up the good citizen and the development of sound moral ideals through intensive participation under proper leadership.
3. The contribution to the psychological development of the child including satisfactions and emotional stability resulting from stimulating experiences physically and socially.
4. The contribution to the development of safety skills that increase the individual's capacity for protection in emergencies, both in handling himself and in assisting others.
5. The contribution to the development of recreational skills that have a distinct function as hobbies for leisure time hours, both during school and in after school life (15).

More recently the Sub-Committee has directed its attention to analysis and elaboration of these rather general objectives in terms of specific, non-abstract, objectives or outcomes.

Interpretations of objectives. A study of the objectives of education and physical education is fraught with the complexities of semantics and professional terminology. While the core philosophy on physical education objectives reflects essential agreement among leaders in the field, there are somewhat discrepant opinions on terminology and classification of objectives.

A few illustrations may serve to crystallize this problem. Sharman (21) called attention to the differences in meaning and usage of various terms. He used the terms aims, objectives, and goals. This interpretation regards aims as the broad, ultimate ends of physical education. Objectives are considered to be the more specific and attainable purposes which contribute to realization of the general aim. Goals are the more explicit and tangible outcomes which held in achieving one or more objectives, thus aiding in the attainment of the aim. Bookwalter (2) presented a graphic analysis of the objectives of physical education and suggested the following categories: ultimate aim, remote adjustment objectives, intermediate developmental objectives, immediate control objectives (outcomes), and type outcomes. Staley (22) advocated three types of objectives, or purposes, in sports education. These are ideal, conduct, and control. Ideal objectives are the general, overhead objectives which are not usually completely achieved. Conduct objectives are the relatively specific activities pupils may be expected to learn. At this level the objectives are identified with the curriculum in physical education. Control objectives are derived from the conduct objectives and include the skills, knowledges, attitudes, and condition necessary to realization of the conduct objectives. Davis and Lawther (11) proposed that objectives be classified as education, administrative, teacher's, pupil's, activity, and class - or lesson - objectives. Similar variations in shading and emphasis are apparent in the professional literature (7, 10, 13, 14, 16, 17, 18, 19, 20, 24).

All this tends to support the conclusion that interpretation of objectives lack unanimity, at least insofar as terminology is concerned. Moreover, in that any discussion of objectives depends substantially on philosophical concepts, it would seem that lack of complete agreement is to be expected. Finally, to the extent that diverse philosophies contribute to the identity of a profession, these variant analyses are probably desirable.

The concept of objectives. There appears to be rather general agreement within the profession regarding the nature and function of objectives. Objectives are considered to be definitive statements which spell out the ends to be attained through curricular experiences. These objectives serve as guiding influences in curriculum organization and development. They also function as cues in the selection of methods and techniques of teaching physical education. It should be quite clear that the worth of physical education programs depends upon the validity of their objectives.

Origins of objectives. Objectives are derived from an understanding of the data relating to human needs at all levels of maturation. Meeting basic personality needs of children and youth depends upon the provision of curricular experiences which contribute to sound objectives of education and physical education. Sound objectives are inextricably bound up with the bio-social needs of people. These needs are part and parcel of daily living and can be determined through analysis of factual evidence by the fields of biology, sociology, and psychology. If the needs of pupils are to be adequately met the curriculum must be founded upon objectives which validly reflect the nature of the learner and his

society. Thus, objectives cannot remain static. Rather they must be regarded as being in the process of continual change. This change may be marked or radical, but without re-evaluation in light of admitted human and environmental developments the value of objectives may be seriously impaired.

Davis and Lawther (11) drew attention to the need for a restatement of objectives in physical education. These writers proposed that re-interpretation of objectives is necessitated by (a) recent re-interpretation of education in American society; (b) the failure of present objectives to stress the need for integration; (c) the inadequacy of present objectives in terms of helping pupils develop the ability to make wise decisions and accept responsibility for planning and evaluating; and (d) the failure to show the interrelationships between the major objectives of education and physical education. More recent discussions of objectives have tended to overcome these inadequacies (7, 10, 19).

More than a decade ago Bovard (3) wrote provocatively of the social and cultural values inherent in a well-planned physical education program. Shortly before this McCloy (17) had called attention to the primary importance of the physical objective of physical education. There are many other evidences of shifting emphasis on the relative significance of the several objectives of physical education. Actually, the value shadings given by our professional leaders to different objectives would seem to mirror understandably variant interpretations of social, economic, political, and biological phenomena and trends.

Objectives in education have also been subject to change over the past decades of this century. At one time or another educational objectives have reflected conceptions of education that indicated it to be either (a) culture, (b) discipline, (c) growth or adjustment, or (d) preparation for life, usually in the future (21). The classic statement of the Commission on the Reorganization of Secondary Education (5) set forth general educational objectives which profoundly influenced the nature and conduct of education from 1918 to the present. This group proposed the following major objectives of education: (a) health, (b) command of the fundamental processes, (c) worthy home membership, (d) vocation, (e) citizenship, (f) worthy use of leisure, and (g) ethical character. The need to re-align educational objectives with changing times and circumstances has been recognized and stated frequently since the birth of the "cardinal principles." In 1952 the Educational Policies Commission (12) proposed action programs of education for all youth and stressed the significance of changed and expaned functions of education since the end of World War I. This group expressed its central point of view in this manner: "Schools should be dedicated to the proposition that every youth in these United States - regardless of sex, economic status, geographic location, or race - should experience a broad and balanced education which will (a) equip him to enter an occupation suited to his abilities and offering reasonable opportunity for personal growth and social usefulness; (b) prepare him to assume the full responsibilities of American citizenship; (c) give him a fair chance to exercise his right to the pursuit of happiness through the attainment and preservation of mental and physical health; (d) stimulate intellectual curiosity, en-

gender satisfaction in intellectual achievement, and cultivate the ability to think rationally; and (e) help him to develop an appreciation of the ethical values which should undergird all life in a democratic society."

The educational literature is replete with individual statements of the new tasks of education in light of modern society. Bode (1) emphasized the need for education to develop an awareness of the contradictory nature of many of our cultural patterns and to help the pupil to independently and continuously reconstruct his outlook on life. Education that falls within a pre-determined pattern is counter to democratic ideals and encourages authoritarianism. Callahan (6) stressed the need to produce individuals capable of critical thinking and to develop an understanding of, and faith in, true democracy. Brickman (4) held that education should inculcate nationalism, or love of country, as the logical basis for the development of international concepts and ideals. Commager (9) argued that education cannot put a premium on something when society does not. He further proposed that education recognize the following tasks: (a) the development of true Americanism and loyalty, (b) the encouragement of private enterprise and originality in thinking, (c) the inculcation of competencies that will help pupils adjust to a new world, and (d) the development of a respect for the law. Caswell (8) analyzed the chief difficulties inherent in attempts to set up a common body of learning and, as a natural corollary, the establishment of minimum learnings or goals of attainment. Wiles and Sugg (23) reviewed the research on factors tending to shape the curriculum and concluded that social conditions, community groups and parents, foundations, professional associations and agencies, state departments of education, and local school improvement programs all were influential in curriculum development and goal setting.

In general the tenor of recent authoritative statements on the functions of education reflects an increasing emphasis on the school's responsibility for developing (a) the ability to make intelligent choices and objective decisions, (b) a set of values to guide the pupil's self direction, (c) individual and group skills necessary to implement decisions, and (d) optimal psychosomatic health.

The function of the Sub-Committee on Objectives. It is against this backdrop of somewhat confusing terminology, lack of unanimity of opinion on the relative importance of objectives of physical education, changing needs of children and youth, and shifting emphases in educational objectives, that the Sub-Committee must consider its purpose.

Under the chairmanship of Dr. Karl W. Bookwalter the Sub-Committee had selected as a worthwhile project the eliciting of outcomes appropriate to the various activities of the physical education curriculum. The Sub-Committee has continued the planning phase of this problem. New appointments have been made to broaden the background and increase the contributory potential of the group. The new members are: Dr. J. Wynn Fredericks, University of Southern California; Dr. G. Lawrence Rarick, University of Wisconsin; Dr. Glenn Howard, Queens College; Dr. Warren Johnson, University of Maryland; and Donald Salls, Alabama State Teachers College, Jacksonville.

It is planned to use the objectives of The Physical Education Curriculum (16) as a basic frame of reference for elaboration of the

specific outcomes, or controls of conduct (22). The current project is limited to the senior high school level, including grades 10, 11, and 12.

In the process of planning the Sub-Committee has recognized the existence of certain problems which may impose limitations on the validity of the findings. Prominent among these difficulties are the following: (a) the variability of method which can markedly affect realization of those outcomes relating to pupil initiative, creativity, self-direction, and group skills; (b) the possibility of confusing teachers with what may be an artificially precise and detailed analysis; (c) the inherent danger of minimizing the value of teacher-pupil sharing in the process of determining objectives; (d) the possibility of encouraging teachers to falsely assume that attainment of specific goals, or control objectives, automatically assures the achievement of the general objectives; and (e) the hazard of implying that objectives at any level of specificity are static and refractive to bio-social phenomena and trends.

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SUB-COMMITTEE III: CURRICULUM CONTENT

Wm. Ralph LaPorte, University of Southern California

The currently accepted function of physical education is to develop well-rounded, socially-minded, emotionally stable, and physically competent personalities.

The performance of this function has been seriously handicapped because of an increasingly sedentary and motorized age, but the future promises even greater difficulties because of the implications of the onset of the atomic age. Hence the types of physical education experiences to be provided for children at various developmental levels, and the character of the progression within activities, between activities, and from one school level to another, must be selected carefully if this function is to be served effectively in the future under a democratic form of government.

I. The Content - Subject Matter of Physical Education.

The following selection principles are proposed as guides in determining the activities to be included in the program:

Activities should be:

1. Selected, not in terms of traditional practice, but in terms of current child needs (what he will do and should do desirably, at home, at school, in the community, at work, and in leisure-time recreation).

These needs differ at various levels, but always include physical, physiological, social, emotional, recreational, and safety factors.

2. Selected to meet the general objectives of education and of physical education, and the specific objectives set up for each school level.
3. Selected for adaptability to individual needs and differences, as determined by hereditary types, and by periodic health examinations.
4. Selected to provide optimum physical and physiological development, and good body mechanics.
5. Selected to encourage the development of suitable social skills, and ethical and moral standards in a democratic environment.
6. Selected to promote sound emotional development, poise, and self-assurance, - to help offset adolescent emotional instability.
7. Selected to assure maximum skill development within the limits, and in terms of, hereditary nervous-structure limitations.
8. Selected to provide a variety of recreational skill hobbies, for present and later leisure-time use.
9. Selected to provide practical safety skills for an increasingly motorized, atomic age, in which accidents are already the chief cause of death in school-age children.

10. Selected for adaptation to both separate-sex and co-educational participation, the latter to encourage better understanding between the sexes, and to provide common interests.
11. Selected to insure activities that are reasonably safe.
12. Selected to be within reasonable achievement limits of the average student at each school level.
13. Selected with sufficient variety to provide strong interest appeal to at least most of the students at each school level.
14. Selected to be usable with available or securable facilities, and in terms of seasonal weather conditions.
15. Selected for possible adaptation to restricted and corrective cases as needed. (This need should decrease gradually, with improved health procedures, control of rheumatic fever, polio, and similar crippling diseases, and improved physical education programs from the kindergarden through college.)
16. Finally, activities should be selected carefully to provide a balanced program as to variety, - spread over the five main areas of activities:
    a. Basic body mechanics, stunts, tumbling, and simple apparatus;
    b. Rhythmical activities, - fundamental rhythms, folk and square dance, social dance, and modern dance;
    c. Aquatics, - swimming, diving, life saving, and various water sports;
    d. Team games, - athletic games of low organization, simple and more complicated team sports, such as volleyball, basketball, and softball.
    e. Individual and dual sports, - such as tennis, badminton, archery, golf, handball.

II. The Problem of Progression

The following progression principles are proposed as guides in the placing and analysis of activities for formulating into graded teaching units. Use of and emphasis on activities should progress:

1. From known to unknown skills at all levels.
2. From elementary to advanced skills within levels and from level to level.
3. From emphasis on large trunk-thigh muscles to peripheral, small muscles of hands and fingers.
4. From individual physical skills to group, cooperative, social skills.
5. From considerable teacher-guidance to progressively less T.G. and more self-guidance.
6. From basic beginner-learner to assistant leader in areas for which qualified, with student participation in planning, and in developing own leadership qualities.
7. From relative physical incompetence to increasingly high levels of performance skills.
8. From relative social ineptness to high levels of self assurance and social skills.
9. From relative emotional instability to well-established poise and control.

10. From a very broad, horizontal base, involving many simple activities at the primary level, to a narrow, vertical base representing a few highly skilled activities at the college level, with graduated adjustments between these extremes at the intervening school levels.

This means progression (1) from the simple fundamental rhythms, hunting games, stunts, relays, and low-organization games of the Primary school; to (2) more advanced activities of similar types at the Elementary level; to (3) elementary forms of team sports and individual-dual sports, more advanced of body mechanics and stunts, rhythms and dancing, and swimming, with some emphasis on co-education at the Junior High level; to (4) more advanced skills in the same types of activities at Senior High level with increasing emphasis on swimming, dancing, and carry-over sports, and a great deal of co-educational activity; to (5) finally in the Junior College, a predominant emphasis on co-educational activities and much more advanced skills in individual-dual sports, social, square, and modern dance, and aquatics. The program at each level will naturally be based on the more elementary learnings at the preceding level.

These principles of selection and progression, if thoroughly applied in schools throughout the country should lift physical education from its present doubtful status (in many schools) to a place as one of the most respected and dignified of the areas of educational instruction.

SUB-COMMITTEE IV: METHODS AND PRINCIPLES OF TEACHING PHYSICAL EDUCATION

John D. Lawther, Chairman
Pennsylvania State University

John M. Cooper
University of Southern California

The committee has been requested to confine its report this year to "Method or The Organization of Experience." It is almost trite to repeat that method depends to a considerable degree on objectives. Let us assume, however, that we are in agreement, in general, about the objectives. We could word them various ways, but the following are about what are usually included: adequate musculature and suitable posture; high levels of body-control skills; recreational tastes and skills; self-evaluation in health, fitness, and skill performance; biological fitness concomitants; and approved social attitudes and conduct.

The content used to secure our objectives has been repeatedly outlined and revised by Professor LaPorte and his committees.

I

Psychological Principles

A few psychological principles of method follow which apply to motor learning in general:

1. One should learn beyond the level of just being able to repeat (overlearn).
2. Frequent but distributed practice is more efficient of total time used in learning.
3. The student learns faster and retains more if he practices with intent to retain. This statement may imply no more than "intense motivation plus mental rehearsal between practices."
4. Devoting the periods between practices to other skills with considerable similarity but distinct differences may interfere with the learning or even retard it; i.e., learn one thing at a time.

II

Theories from Research

Certain conclusions from research in the field of motor skills affect the selection of methods, hence should perhaps preface the methods. A few examples follow:

1. There is little evidence of general motor ability; i.e., motor abilities seem to be specific.
2. Although there is probably certain potentiality which is inherent, environmental experience is a tremendous factor in motor development; i.e., clumsy, awkward adults are more likely to be "motor illiterates" than "motor morons."
3. Skill learning is the learning to put together movements, long since acquired, into a pattern for some purpose. In learning a motor skill, one needs to learn to weave together into the skill a number of movements which, up to that time, have been more or less dissociated. Skill learning is not the learning of new movements; but the selecting and integrating of individual movements into a pattern. Most of the individual movements which we incorporate in the skills of later life have been made many times long before we come under school instruction.
4. Specific physical condition, specific speeds, specific strengths, and specific endurances may need to be developed in order to achieve a performance of the pattern which fits the purpose.
5. Providing motivation exists, learning may occur under many conditions and under varying and diverse methods of instruction; may occur without external direction, or in spite of handicapping direction.
6. A part (perhaps a large part) of the early movement selection, adjustment and integration occurs below the awareness level of consciousness; i.e., the student may learn to perform a skill without being aware of how he makes the movements or even of all the movements he makes.
7. New skills are built on previous skill acquirements to a considerable degree if the previous are even in part transferable and applicable.

III

Teaching the Beginner

We are likely to forget that the beginner at the college age will go through in an abbreviated form the same processes as the young child in learning the motor skill. The abbreviation is due to possession by the adult of needed physical condition, strength and endurance of musculature. The adult may have developed patterns on which the new skill may be built. But the adult, when he is a beginner at the skill, also learns faster if he tries to put himself in the role of the one he is imitating (empathy). He learns faster if he begins by trying to grasp the general idea of the

pattern as a whole, and tries to go through it as one continuous act.

Hoyt Sherman indicated this procedure with adults when he reduced, to less than half, the time needed to learn to represent total perceptions on paper with charcoal. He did it by preventing attention to the movements; by keeping the attention on the total idea to be drawn. The students worked quickly (one minute per drawing) and in the dark so that they had to keep their attention focused on the mental image of the picture they had seen; and so that they could not see nor attend to the movements. Numerous other experiments with beginners have indicated faster learning under conditions in which the student's higher level of attention is on cues to act, or cues to readjust action already in progress. The low level of diffused attention, only, on the movement patterns produces faster learning and aids in the acquirement of the "relaxation" essential to the coordinated act.

The beginner is easily fatigued, makes inappropriate and extra movements; and tends to become overstimulated (to have too high a degree of tonus in muscles both associated and antagonistic to those directly concerned in the skill). He learns by imitation of a demonstration of some sort. His beginning activity is of a genral mass character and detailed explanations are out of place. In fact, detailed verbal explanation may even be a handicap to rapid learning at this stage.

The following principles are proposed as indicative of the methods conducive to most rapid skill learning:

1. The beginner should be introduced to as large a unit as he is able to perceive in its gross framework (not details). This "general idea" may be presented through demonstration, pictures, loop films, etc.
2. This early unit should be as large as seems possible for the learner to go through with continuous action; i.e., with approximation of the gross movements.
3. Minor errors are unimportant at this early stage. Movements change as speed increases and minor errors tend to drop out. The polishing of the parts should be postponed until the student has progressed to the stage in which he fills in mentally the rest of the skill each time he rehearses the part.
4. The demonstrations should be adequate to give the student an idea of the "gross framework" of the skill pattern; i.e., a general impression of the gross aspects of the form and its results.
5. Early trials should be continuous through the pattern with the attention diffused over the whole performance. The higher level of attention will focus on necessary perceptual cues or keys to keep the action oriented and progressing through the pattern; for example, when the youngster begins to imitate the act of kicking the football, his conscious awareness may only etch out four cues: Catch the ball, step, drop it, and kick. His mind will be on the next cue while he is performing the preceding.
6. Guidance but not criticism should be used in teaching the beginner. An effort should be made to decrease his tension. The free-flowing smoothness of the perfected habit is handicapped by tense situations. The student without pressure or excite-

ment learns a normal tonus of the postural base on which he builds his skill, and a relaxation of the antagonists of the specific muscles used in the skill.

7. The skill unit must be large enough and complex enough to present difficulty and a challenge. Easiness does not facilitate interest. At the other extreme, it must not be so difficult as to conceal any evidence of progress in learning.

IV

Advanced Stages

Almost as common even in the Required Program, and the rule rather than the exception on intercollegiate squads, is the student who is not a beginner. He has a general idea of the skill and some background of practice and learning. Needless to say, method should be adjusted to the student's present level of achievement.

Learning is faster at the lower levels. It takes intense motivation, proper equipment, adequate analysis for mechanical efficiency, and proper work-methods to improve at the higher levels. Without these conditions, practice may do nothing more than habituate the student in mediocre performance.

PRINCIPLES FOR ADVANCED STAGES OF LEARNING

1. Verbal directions are understood and can be used to a considerable degree at the advanced levels. However, they must not displace practice. There seems to be some learning from mental rehearsal between practices. Mental rehearsal does seem to reduce to a minimum the loss due to "forgetting" between practices, except in fine precision skills.
2. High levels of fine precision skills (putting, basket shooting, etc.) seem to drop off quickly when practice is discontinued.
3. The practice periods at the advanced stages may efficiently be longer than at the beginning stages (assuming practices are not being partially replaced by intense competition).
4. Intense concentration (complete absorption in the activity) is essential at higher levels to achieve these levels and to insure against later interference with performance by additional distracting stimuli (competitors, crowds, etc.)
5. Variability will continue but the advanced student should learn to insure himself, by persistent and frequent practice, against extreme fluctuations.
6. Only at this "expert" stage should the student be encouraged to analyze parts of his own performance. This analysis should occur as an accompaniment of practice and the polish of parts. It must not be introduced into the highly competitive performance.

V

Basic Knowledge for Teaching

The Teacher should know:

1. Past methods of the skill performance which have proved successful. These are used in the demonstrations.

2. Practice techniques which have proved most successful in acquiring the ways of performing "1" above.

3. That individuals must be allowed enough variability to adjust a form pattern to their particular structure and functional characteristics.

4. That new achievements and new records are often the result of hitting upon a new form or new modification to an old form.

SUB-COMMITTEE V: CRITERIA FOR

COLLEGE PHYSICAL EDUCATION

Willard P. Ashbrook
Ohio State University

Guiding Statement

Learned people tell us that the role of higher education today is to provide for the improvement of men through helping them to think for themselves. They also tell us that colleges are obligated to develop men with breadth of understanding, men who are resourceful, men who have reasonable command of certain basic skills. They also attest to the fact that their recipient is an intelligent, discriminating and effective individual. An individual who accepts his full responsibility for contributing to the best of his ability to the society in which he lives. The American society. . . .the one that provided him with the opportunity to grow while protecting his basic rights.

Physical education is interested in the broad education of college students too. It is concerned with contributing to the student's breadth of understanding, his basic skills and his obligations to society. Not only is physical education interested. . . .it is deeply concerned. Concerned about it's part in educating young men through sports and games.

Criteria

How can the physical education teacher add to the broad education of college men? By accepting the criteria presented by you Committee. These are sound criteria, laudable criteria, acceptable criteria. Criteria that may well serve as a guide for College Physical Education.

Operating a submarine today calls for a major test in navigation "know how". There are dials to watch, pressures to observe, sonic readings to take. Each reading has a meaning. . . .a meaning defined in terms of a principle, a standard, a criteria. The smart navigator follows each criteria with unceasing devotion.

Like the navigator, the physical education instructor must turn to established criteria for his guide. Criteria that will serve as the basic boundaries for his operations. Then with definite points of reference he can tell whether he is contributing to the broad education of the student or not.

There's no guess work in navigating a submarine. Should there be any in education? Your Committee recommends that you adopt these Criteria for College Physical Education.

Conducting a college physical education program, like operating

a submarine, embraces many functions. Each is important, each has its meanings, each has its criteria. To lump all the criteria together would be confusing. So for convenience of all the criteria have been assembled according to their functional uses. Therefore the Criteria for College Physical Education may be found under these headings:

I. Fundamental Concepts

1. "The inherent dignity and the worth of the human person and the full development of the human personality is the primary aim of education." (6)*/

2. In a democracy colleges are concerned with teaching students how to think, how to make decisions, how to solve problems.

3. In a democracy higher education places emphasis on preparing young men and women to make adjustment in meeting changing social and economic conditions.

4. The democratic concepts as assembled by the founding fathers of America,. . . .is the best political philosophy yet devised. It is a way of life which emphasized the primary importance of the person, free speech, free press, free conscience, civil rights, religious liberty or freedom of worship, constitutional or parliamentary government, the spirit of tolerance, free inquiry, the scientific spirit, academic freedom, social reform, popular education, the life of reason, the concept of progress, and an ethically grounded or prophetic religion. (6)

5. The kind of economic organization most desirable for our society is one whereby private enterprise is encouraged. But such encouragement is done with restrictions that assure the conservation of natural resources. And that provisions are made for the distribution of a considerable portion of the results of production in the interests of the workers and of the general public. (1)*/

6. The type of political organization most desirable for our society is one wherein policies are determined by individuals selected by an electorate. Such an electorate represents the voice of the people.

7. The kind of social organization most desirable in our society is one in which all individuals have equal social status. Equal social status without regard for economic, cultural or intellectual qualifications. Equal social status regardless of color, race or nationality.

8. Higher education is an enterprise involving many community agencies. As the chief institution developed by society for educating our civic leaders, our teachers, our professional men, the college should welcome suggestions from these agencies. Only by seeking help and cooperating with local, state and national agencies will the

*/ See Bibliography.

best educational interests be served.

9. Physical education is recognized as that phase of education concerned with educating students through activities such as sports, games, rhythms and stunts; through activities conducted in accordance with the students' interests, capacities and needs; and through competent leadership by instructors whose expected outcomes are identical with the high aims cited by institutions of higher education.

10. An adequate physical education program provides a variety of sports for all students. It provides opportunities for students who are ill-adjusted, shy, corpulent; opportunities for the lame, the halt, the blind; and opportunities for the athlete, the novice, the dub. Chances are provided for all. Chances to enjoy the pleasures and profits from active participation in sports and games.

11. In colleges young men and women are taught a variety of sports, games and rhythms. These activities are taught not only for their present development and enjoyment, but for their recreational pleasure after college days as well.

12. Intercollegiate athletics are conducted in such a way as to contribute clearly and directly to the stated educational purposes of the institution.

13. Higher education makes every effort to assist the student in learning how to achieve and maintain sound mental and physical health.

14. Colleges provide curricula wherein students study the duties and responsibilities of marriage and parenthood.

15. Institutions of higher learning teach students about the importance of healthful environments.

16. Higher education endeavors to teach students to understand and appreciate the ideals of American democracy.

17. The mature teacher sees education as the free and untrammeled search for truth and the acquirement of an awareness of one's total environment. The mature person is always extending his horizon and enlarging his world. (6)

18. The mature person has a sense of purpose. He sees life as an ongoing process. Life is a purposeful struggle, not static but dynamic. In this great enterprise he finds his place. He accepts change as the basic law of life. He knows that the last word has not been said about anything. Knowing the past, he is seldom if ever surprised at contemporary happenings. He knows what is important in life and what is unimportant. He gets high enough

about things to see them in perspective. He does not live in a state of frantic immediacy but takes the long look. He recognizes what the worst is and works for the best. (6)

19. The mature person can make proper use of freedom. Rules and regulations are necessary in a well-ordered society but they are at best negative. The mature individual lives by an inner compulsion. He has the quality of detachment but is sensitive to human need. He is critical without being cynical. He can partake of pleasures without being a slave of his appetites. He has independent judgment but at the same time is intensely loyal to his convictions. (6)

20. The mature person lives in harmony with his environment. He is reconciled to the law of cause and effect in the natural world and the immutability of physical law; He looks for no miracles by which the laws of the universe are momentarily set aside in order to satisfy his naive desires. He knows that adversity and evil arise either from natural causes or are the consequences of human will. . . .Knowing the natural world and the history of the race, he can endure the changes and chances of human life with composure and confidence. (6)

21. College officials and instructors are cautioned to think more about the means whereby the gifted student can be given special opportunities. Unless able men lead us, unable men will. (16)*/

22. The moral integrity of our time. . . .in politics and economics, in family life, in educational institutions, and in our churches. . . . depends upon this key fact: the older values and codes of uprightness still grip us, and new values and codes which are compatible with the old lend moral meaning and sanction to our daily life.

23. We must challenge the lie that what is good for management is necessarily bad for labor; that for one side to profit the other must be depressed. Such distorted doctrine is false and foreign to the American scene. The scene where common ideals and purposes permit us a common approach toward a common good. The lie must be combated at every turn by both clear word and effective deed.

24. It is believed that moral men cannot be developed in an immoral society, nor can a moral society be developed without moral men. Where there are moral men in immoral institutions, steps are taken to improve the institutions. When there are immoral men in moral institutions steps are taken to discharge them or vote them out of the office.

25. Education and morals constitute the force and majesty of free government. (15)*/

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*/ See Bibliography.

26. If public officials are to be morally responsible, there must be a sense of moral political purpose. (14)*/

27. The moral quality of both men and institutions must be progressively improved. Moral men are needed. Men who are articulate, forceful, creative; men with integrity; men who would stand up to corrupting institutions; men who would become the pivots around which institutions could be re-directed. (14)

28. You cannot improve the world by going to work on the world. You have to start with the individuals who comprise it.

29. Progress begins by getting a clear view of obstacles.

30. The man who doesn't stand for something. . . .will usually fall for anything.

II. Administration of Class Programs.

1. All persons teaching hygiene, teaching physical education classes or coaching teams are college graduates and properly certified. This means they have graduated with a major in physical education from an accredited college. In addition they have demonstrated competence in teaching.

2. Instructors are active in professional organizations such as the American Association for Health, Physical Education and Recreation. Furthermore, they attend professional meetings, subscribe to professional magazines and maintain a good supply of recent books in their library.

3. All instructors stress co-ordinated teaching. Teaching that embraces the basic skills,. the necessary rules, team strategy. Also the ethical standards, health practices and safety factors. And then they gear the program to reasonable outside recreational needs.

4. Medical examination, advisory help and emergency service is provided each student participating in class programs, intramural sports and intercollegiate athletics.

5. Physical education and military drill have different objectives. Also they use different course content and methods of instruction to attain these objectives. Therefore military drill is not considered a satisfactory or desirable substitute for physical education. (8)*/

6. Credit in physical education will be awarded a student with military service, who has been judged to have had the equivalent training to the course or courses on campus. (8)

*/ See Bibliography.

7. Credit will be awarded students who satisfy proficiency in rules, history, strategy and social attributes. . . .as well as skill. But no credit will be given for proficiency for any one of these separately.

8. Policies providing rules regarding emergency care, health controls, first aid, and accident prevention are practical, prudent and throughtful.

9. Policies governing the classification of students, the adapted program, student leaders, squad and team arrangements produce a favorable attitude toward physical education. (8)

10. Policies on attendance and roll taking, on medical excuses or deferments, on make-ups and grading are geared to the purposes and philosophy of the curriculum. (8)

11. Policies on locker assignment, towel service, use of lockers at other than class hours, costume policies, shower regulations are designed to make the student feel welcome and comfortable in physical education. (8)

12. The chairman cultivates the attention of the college publicity director and supplies him continuously with publicity material. (7)*/

13. Impartial, cooperative relationships have been established with all local reporters. (7)

14. The college newspaper is always used to the fullest extent to disseminate information concerning the activities of the physical education department. (7)

15. The chairman renders a thorough and effective annual report in which the outstanding accomplishments of the year and needed improvements are indicated. (7)

16. All staff members and departmental personnel understand and practice good public relations. (7)

III. The Staff

1. All staff members are properly certified. This means that they are certified to teach in the state and have had extensive training and/or experience in physical education.

2. All staff members graduated from an accredited college with a major or minor in physical education.

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*/ See Bibliography.

3. Each teacher shows evidence of understanding the contribution his area of teaching makes to the educational needs of students. (2)*/

4. Each teacher shows a willingness to cooperate with other teachers in meeting the educational needs of students. (2)

5. Each staff member shows evidence of planning carefully for instructional activities. (2)

6. Each staff member shows flexibility in adapting instructional activities to new or changing condition which develop in the gymnasium, in the pool or on the play field. (2)

7. The teacher provides opportunities for students to participate not only in planning instructional activities. . . .but conducting and evaluating as well. (2)

8. The teacher adapts instruction to the needs of individual students.(2)

9. Each teacher makes effective use of supplementary aids (e.g., audio-visual aids). (2)

10. Each teacher keeps accurate records of student achievement. (2)

11. Each staff member continues to improve himself by keeping up with the professional literature. Also is active in local, state and national organizations. In addition he engages in research and does considerable writing.

IV. Instruction

1. Instruction in Physical Education contributes to the school's objectives. (2)*/

2. Instruction is directed toward clearly formulated, comprehensive (or long-range) objectives in physical education. (2)

3. There is evidence of careful planning of instructional activities. (2)

4. Students receive orientation in the various activities offered in the program. (2)

5. Students' needs, interests, and experiences are considered in planning learning activities. (2)

6. Students are helped to choose activities appropriate for their needs and interests. (2)

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*/ See Bibliography.

7. Demonstration activities by staff members are conducted in such a way as to be readily understood by students. (2)

8. Instructional activities are planned in relation to recreational interests of students. (2)

9. Instructional activities are integrated with the health instruction program. (2)

10. Opportunities are provided for students to develop individual goals and objectives. (2)

11. Instructional activities are adapted to individual aptitudes and abilities of students. (Health and Medical Examination data are used.) (2)

12. Consideration is given to the physical-emotional-social needs of students. (2)

13. Opportunities are provided for students to develop leadership abilities through such activities as leading squads, leading teams, directing games, coaching small groups, demonstrating skills to other students.

14. Opportunities are provided for students to assist in planning, conducting, and evaluating activities. (2)

15. Auditory-Visual aids are used. (2)

16. All the instructional activities are conducted with regard for the health and safety of the student. (2)

17. Suitable clothing is required for participation. (2)

18. All students shower after vigorous activity. (2)

19. Routine class procedures are accomplished efficiently (e.g., taking attendance, rotating activities). (2)

20. Instruction is organized and conducted with the intent of inspiring the student to participate enthusiastically in the physical, biological and social scenes to the end that they will serve him well professionally and as a citizen.

V. Guidance

1. A service which helps students to create, extend, or change their purposes, to establish goals and aids them in improving their planning for achieving those goals. (9)*/

*/ See Bibliography.

2. Helping the student to find the goal-resources within himself, with others (other teachers, students, business men), or within the community which enables him to achieve his goal satisfaction. (9)

3. Helping the student learn where he wants to go, what he wants to do and how to realize his ambitions. (9)

4. Helping the student learn the principles of self-understanding, self-determination, and self-determination, and self-direction. (9)

5. Make known the purpose and offerings in the Physical Education Department. (9)

6. Helps the student to understand the purpose and function of the department in relation to his needs as determined by interview and tests. (9)

7. Enlighten the student regarding intramural recreational and club activities and encourage him to participate. (9)

8. Appraise the student's progress and encourage a "success attitude" so that he will continue activity. (9)

9. Assist student in the developing a well-balanced program of physical activity and recreation. (9)

10. Help students to evaluate their own physical assets and liabilities. (9)

11. Encourage action on the part of the student which will result in over coming remedial defects or to compensate in a wholesome way for those which cannot be remedied. (9)

12. Suggest information (books, phamplets, etc.) which will contribute to desirable health understandings and attitudes. (9)

13. Cooperates wholeheartedly with the health services available in the college and community in the interest of student health. (9)

14. Stresses the place of health and physical fitness in relation to success in any occupation. (9)

15. Encourages the development of a broad range of friendships through activities of the program. (9)

16. Provides group activities which improve human relations and enables individuals to assess their social powers as members of informal teams, squads, clubs. (9)

17. Assists the student in evaluating the physical education program in terms of some basic personality adjustment criteria. Criteria such as: (9)
    a. Recognition, approval, appreciation, status

b. New experience, excitement, adventure
c. Affection, being wanted, a sense of belonging
d. A sense of power, mastery, achievement, accomplishment.
e. A sense of protection and security. A release from anxiety and tension.

VI. Medical Examinations and Health Services

1. Medical examining, advisory, and emergency service is provided by the college physicians with co-operative arrangements for handling handicapped and problem cases in college or public clinics or by private medical practitioners. (3)*/

2. A comprehensive examination by the college physician (assisted by physical education instructors) is required of every student; and includes at least a careful check for orthopedic and postural defects, vision, hearing, nose, mouth, throat, teeth, heart, lungs, nutrition, skin, nervous condition, and possible hernia. (3)

3. No student is permitted to participate in service class programs, intramural activities, or intercollegiate athletics without a satisfactory medical examination.

4. A permanent, continuous, progressive health record is maintained for each student and is used as a basis for advice and follow-up health service.

5. On the basis of medical examination students are classified into three divisions, or equivalent; A, average normal, for unlimited participation; B, subnormal, with temporary or permanent limitation to restricted activities; C, offered adaptative physical education, supplementing normal program.

6. Assignment to rest, restricted, or Adaptative Physical Education or excuse from required normal physical education activity (for other than temporary illness) is approved by the college physician, in consultation with the physical education department head. (3)

7. Students returning after influenza or other serious illness are inspected by the college physician and assigned to a modified program until their condition justifies resumption of normal activity.

8. A health examination is made by the college physician of all teacher applicants; followed by a periodic examination every three years thereafter; and a careful inspection of all teachers returning to duty after illness of two weeks or more.

9. Non-medical teachers or college officers are never permitted to diagnose or treat health disorders; but a close co-operation is

*/ See Bibliography.

maintained between physical education teachers and the College Health Service.

VII Service Class Program

1. The required program of activities is distributed over team sports, individual sports (including boxing, wrestling and fencing), aquatics, gymnastics, tumbling and rhythms.

2. A program that provides for systematic class organization based upon "units of work", "phases" or "lesson plans" arranged in progression to suit student needs.

3. A program that provides for systematic class management based on the requirement of appropriate uniforms for all participants; grouping students into squads or teams; election of squad leaders, team captains and class leaders.

4. A program that provides a grading system that evaluates the student in terms of skills, knowledges, and social attributes. This grading plan is known to each student at the beginning of the term, quarter or semester.

5. The program is at least a one year requirement. It calls for a minimum participation of twice a week with class instruction periods of 45 to 60 minutes.

6. All students are given a test and those unable to swim are required to take instruction and satisfactorily pass beginning swimming.

7. The quality of the instruction follows the principles of good teaching. Principles that embrace adequate description, demonstration, motivation; Also individualization, correction, socialization.

8. A curriculum study committee (men and women) gives consideration at least annually to needed revisions in the program.

9. A comprehensive safety education program is maintained, emphasizing safety habits, and practices, safety codes, safety standards, first aid, and provisions for emergency accidents.

10. A curriculum that offers a rich opportunity not only for present enjoyment and development but one that provides the chance to learn sports that will carry over to after college recreation.

VIII. Adapted Physical Education

1. This phase of the basic instructional program in physical education is designed to provide the handicapped student with a sports activity experience as normal as possible with the limits of his disability.(10)*/

*/ See Bibliography.

2. This program is open only to those students who are assigned to it by the Medical Advisor and counselors from the department of physical education. Recommendations for assignment are also received from the University Health Service. It is primarily for students who may not be permitted unrestricted participation in the group physical education service courses because of their need for an individually prescribed program of therapeutic exercises and recreational sports adapted to their needs, capacities and interests. (10)

3. The requirement in the adapted program is the same as for courses in the general service curriculum; namely the regular quarter or semester hours of credit with a grade of D of better (10)

4. Because of the nature of individual needs and the unusual opportunity for meeting them through activities of therapeutic developmental, recreational, adjustment, and resocialization value, handicapped students are urged to continue in the program beyond the requirement. (10)

5. To accomplish the established objectives, individual physical education programs are prescribed from the components of the total service class program. These components may consist of any one or combination of activities such as:
   a. Special conditioning. . . .Specific and general developmental exercises.
   b. Swimming Therapy. . . .standard aquatic activities adapted to the remedial, adjustment, recreational, and safety skill needs of the students.
   c. Recreational sports. . . .a wide variety of sports prescribed for their therapeutic, adjustment, recreational, and resocialization values in accordance with the individual needs and interests. (10)

6. The program is designed to accomplish needed therapy or correction for conditions which are amenable to improvement. (10)

7. The program is constructed to aid in the adjustment and/or resocialization of the individual when the condition is not amenable to improvement or correction. (10)

8. The program is planned to protect the condition from aggravation by acquainting the student with his limitations and capacities and prescribing a program within the exercise tolerance of the individual. (10)

9. The program is devised to provide students with an opportunity for the development of organic power, skills in recreational sports, and normal social growth within the limits of the disability.
   (10)

10. The program is built to contribute to security through restoration of function and increased ability to meet the physical demands in daily living. (10)

11. Evaluation of the students' progress is accomplished through the use of selected objective measures of function, range of motion and strength; skill tests; achievement tests; knowledge tests; individual conferences; special consultations. (10)

IX. Administration of Intramural Athletics

1. The director and all staff members responsible for handling intramural athletics are properly certified. This means that they are qualified by virtue of their professional education and experience in physical education.

2. The members of the intramural athletic staff are regularly constituted members of the faculty. Such membership entitles them to salaries and rank comparable to other faculty members.

3. The members of the intramural athletic staff are active in professional organizations. Organizations such as the American Association for Health, Physical Education and Recreation, and College Physical Education Association. They attend professional meetings, subscribe to professional magazines, and maintain a good supply of late professional books in their libraries.

4. The intramural athletic program is conducted with the intent of contributing clearly and directly to the stated educational purposes of the institution.

5. Intramural athletics are offered for the purpose of providing opportunities for students to play in a variety of sports under game conditions and under adequate supervision. (13)*/

6. The intramural athletic program provides an opportunity to participate in any of the sports under its supervision without extra fees. (13)

7. The administration of the intramural athletic program provides for the equalization of competition where possible by the use of skill classification devices. (13)

8. Adequate equipment for intramural competition is provided the contestants in all sports except tennis and golf. Here the students furnish their own sports equipment. (13)

9. The intramural administration arranges for officials to be trained and provides competent officials for each contest. (13)

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*/ See Bibliography.

10. It is the policy of the intramural department to provide safe playing conditions. This service is provided through inspection and care of equipment and facilities; through publicizing safety rules; through a program of education and through adequate supervision. (13)

11. The intramural administration subscribes to a reasonable liberal policy regarding the care of injuries. This policy is made effective through the use of the student health service, the hospital and dental clinic. (13)

12. The director of intramural athletics and the staff members support high standards of sportsmanship and social conduct. In addition they make this policy effective through education, legislation and supervision. (13)

13. Compatible with the democratic process the intramural administration invite students to share in the planning and management of the activities. (13)

14. It is the policy of the intramural department to keep open various channels for redress of grievances and fair treatment. (13)

15. The intramural administration requires all contestants to present evidence of a medical examination prior to the seasons first scheduled game.

16. It is the policy of the intramural department to keep the cost of medals, plaques, cups and all trophies to a reasonable minimum.

X. Administration of Intercollegiate Athletics

1. Statement of Athletic Purposes: It is important that the purposes of the athletic program of an institution be clearly stated in printed form. These purposes should be determined by the Faculty and should appear in the catalog. They should make explicit the official position of the institution on such matters as the educational outcomes to be achieved through athletics and the relationship of athletics to the education program as a whole. (12)*/

2. The president: The chief administrative officer of a higher institution is ultimately responsible for the wholesome conduct of intercollegiate athletics in his institution, and this ultimate responsibility he cannot properly delegate to subordinate officers. It is of course, to be expected that the faculty will exercise in the area of intercollegiate athletics the same powers it possesses in other areas of the institution's educational program. (12)

3. The Administrative Unit for Athletics: The administrative unit for athletics should enjoy the same privileges, should assume the same

*/ See Bibliography.

responsibilities, and should be under the same general supervision as other units of the institution. The relations of the public, alumni, students, and other interested groups to the administration of athletics should be similar to the relationship that exists between groups and other parts of the institution. (12)

4. Public Relations: In appraising a college or university, a careful examination will be made of the public relations activities of the institution to determine whether or not official news releases, the alumni bulletin, materials for prospective students, and other publications of the institution. If the publicity emanating from the institution gives undue prominence to athletics and tends to obscure academic activities, this will be accepted as prima facia evidence of the failure of the institution to establish its reputation on the sound basis of education achievement. (12)

5. Staff Status: The members of the coaching staff should be regularly constituted members of the faculty, similar in tenure and in method of appointment to other faculty members of comparable rank, with salaries comparable to the general faculty scale, and with qualifications suitable to membership on the faculty. (12)

6. Staff Salaries and Academic Background: In the accrediting procedure special attention will be given to the salaries and academic backgrounds of the athletic staff. If it appears that these persons are selected and compensated primarily on the basis of their ability to produce winning teams, rather than for their qualifications as bona fide members of a faculty with educational responsibilities, this will be regarded as a defect in faculty personnel policies and symptomatic of undesirable athletic conditions. (12)

7. Staff Tenure: An institution in which the members of the athletic staff are genuine educational officers will make the same tenure provisions for these persons as for other teachers. In such an institution the record of employment of the athletic staff will reflect a policy of retaining sports instructors who exercise constructive educational influence, regardless of their success in producing winning teams. A record of a higher turnover in the athletic staff than in the faculty as a whole is evidence that the personnel policies as applied to sports instructors are not functioning properly. (12)

8. Recruitment of Athletes: The athletic teams of an institution should be composed of bona fide students who were attracted to the institution by its educational program. Special efforts to recruit students of athletic prowess for the primary purpose of developing winning athletic teams are unworthy of an institution of higher education. (12)

9. Admission: All applications of admission should be acted upon by the regular admissions officers or committees in accordance with requirements and policies formulated by the faculty and announced

in the institutional catalog as applicable to all students. (12)

10. Subsidization: Since colleges and universities exist to educate students and not to sponsor athletic contests nor entertain the public, the subsidization of athletes as athletes is disapporved. By this statement the Commission means quite literally that the possible contribution a student can make to the winning of athletic contests should not be taken into consideration at all in the granting of financial aid of any kind. An institution will be expected to have a published announcement of the precise requirements for each type of financial aid available to its students. (12)

11. Recruitment and Outside Organizations: The encouragement or condonation by an institution of outside organizations engaged in in the recruitment or subsidization of athletes is symptomatic of an unwholesome athletic situation. Where such an organization exists, the institution affected by the efforts of this organization will be expected to repudiate these efforts and to take effective steps to prevent relationships between its students and the organization. (12)

12. Academic Requirements: An institution should be able to show from the academic records of the students engaged in intercollegiate athletics that these students are securing a substantial and well-rounded college education, as evidenced not only by the marks received but also by the nature of the courses completed. The eligibility requirements for athletic competitors and the administration of these requirements for athletics should be such as to assure that no student whose academic standing is low is permitted to jeopardize his educational welfare by taking part in intercollegiate athletics. In this connection, the concept of normal progress toward a degree or diploma is valuable as a factor in determining eligibility. (12)

13. Helping or Hindering Education: In the appraisal of institutions, account will be taken of the extent to which the athletic program interferes with the study schedules, class attendance, and educational motivation of the participants. Long practice sessions, frequent trips, and emotional and physical strain are among the obstacles to educational achievement imposed by an overemphasized athletic program. An institution having a proper concern for the welfare of its student will insist that the education of athletic participants not be sacrificed to the demands of such a program. (12)

14. Health: There should be evidence that the program of athletics is maintained primarily in the interest of the students who take part in it and that the health of such students is not exploited for the benefit of the institution or the public. Attention should be given to the provisions for safeguarding the health and physical condition of students participating in athletics. A competent physician should be employed, with final authority for deciding

whether or not any student is in proper physical condition to engage in any contest or practice session. (12)

15. Financial Control: The financial control of the program of athletics should be similar to the control of the other activities of the institution. In checking on this point, attention will be given to such matters as the location of authority for the collection of revenues from athletic activities, the procedure for purchasing athletic supplies, the budgetary control of the athletic program, and the extent to which institutional indebtedness has been created in developing the athletic program. On these points particular attention will be given to the deviations in the administration of athletics from the policies that govern other institutional activities. The funds devoted to all phases of the athletic program should clear through and be accounted for by the regular business authorities of the institution and the accounts for athletics should be included in the regular annual audit. Member institutions will be expected to provide the Commission with periodic financial statements in appropriate detail. (12)

16. Financial Obligation: If an institution is spending large sums for support of athletics or the erection of athletic facilities, it is under special obligation to justify these expenditures in the light of its educational objectives. Likewise, if it is relying heavily on athletics as a source of institutional income, it will be expected to refute the supposition that the athletic program is operated primarily for non-education purposes. In these cases the burden of proof lies with the institution. (12)

17. Sportsmanship: A reputable institution will guard assiduously its reputation for good sportsmanship in athletic competition. If ever a student representing the institution is guilty of improper conduct during an athletic contest, the administration will make a swift apology and will take decisive action to prevent a recurrence of such conduct. In a sound athletic program the whole atmosphere is such as to demand good sportsmanship of the participants and spectators. A college or university that encounters difficulty in maintaining high standards of conduct in the face of athletic reverses or of vigorous competition may be sure that there is a fundamental weakness in its athletic program. (12)

18. Cooperation with Athletic Organizations: Institutions devoted to good sportsmanship will not only preserve high standards in their own athletic affairs but will support actively the efforts of such organizations as the National Collegiate Athletic Association, the American Council on Education, and the various athletic conferences to formulate high standards for intercollegiate athletics. If an institution experiences difficulty in meeting the technical requirements of any enforcement agency of which it is a member, it will almost inevitably be found inadequate when judged on the basis of the educational principles adopted by the Commission on Colleges and Universities. For this reason the questioning of an

institution by an appropriate athletic organization will be sufficient cause for a similar inquiry by the Commission on Colleges and Universities. (12)

19. Relations with Secondary Schools: An institution of higher education should examine carefully its athletic practices to assure that these practices are not affecting adversely the efforts of secondary schools to maintain sound standards in their athletic affairs and in their relations with higher institutions. In particular, colleges and universities should respect the recommendations of the National Association of Secondary School Principals, the National Federation of State Athletic Associations, the Commission on Secondary Schools of the North Central Association, and state associations of high-school principals, as these recommendations bear on such abuses as the recruitment and subsidization of athletics and the circumvention of normal admission procedures by representatives of higher institutions. (12)

XI. Expected Outcomes

1. Students learn to understand and appreciate the ideals of American democracy.

   They learn to assume their responsibilities and understand their rights in a democartic society.

   They learn to become diligent, competent, and courteous in the performance of their obligations as members of all groups consistent with the ideals of American democracy to which they belong.

   They learn to respect the worth and integrity of the individual regardless of race, creed, color, or economic circumstances.

   They learn to differentiate between democratic and dictatorial leadership.

   They learn to follow sound leadership and develop whatever aptitude they have for leadership.

2. Students develop ethical standards and habits which will help them to become worthy members of school and adult society.

   They learn what constitutes respect and fair play with refernece to the rights of individuals, of minorities, and of the majority.

   They learn to respect the law even when seeking changes in it.

   They learn to put the safety and welfare of others above personal desires.

3. Students develop desirable understandings, attitudes, and ideals

concerning marriage and parenthood.

They learn to form desirable relationships with the opposite sex.

They learn to understand the significance of the family for the individual and society and the conditions conducive to successful family life.

They learn to prepare to assume the responsibilities of homemaking.

4. Students learn of their affiliation with society.

They learn to understand, appreciate, and also contribute to the communities. . . .school, town or city, region, state, nation, and world. . . .in which they live.

They learn to feel that they are accepted members of their society.

5. Students learn a variety of sports, games, stunts, and rhythmical skills.

They learn to participate in physical activity and engage in rest and relaxation according to individual structural, organic, and emotional requirements.

They participate in sports, games, stunts, and rhythms which will carry over into adult life.

6. Students learn to achieve and maintain sound mental and physical health.

They learn to understand their own bodies and bodily functions.

They develop organic power, strength, skill, ability, poise and endurance.

They learn to care for their own health and safety and when and where to obtain assistance for their care.

They learn about the factors that are involved in the development and maintenance of sound mental health.

They acquire sex education consistent with their levels of maturity.

They learn to practice a balance between work, play and daily-life activities which will contribute to physical and emotional health.

7. Students learn about the importance of healthful environments.

The understand the principles of health and sanitation.

They develop a sense of responsibility for health and sanitation in

the home, school, and the community.

They are able to carry out first aid in times of emergency.

They know the value of medical and dental examinations and the importance of the assistance or guidance in the correction of any deficiencies which are revealed by these examinations.

They recognize that there is an emotional atmosphere in the school, in the classroom and on the play field that is conducive to learning.

8. Students learn to use their leisure well.

They acquire knowledges and skills and develop creative interests in areas such as hobbies, sports, the outdoors, and recreational activities.

They become participants at times in self-directed, purposeful activities and at other times appreciative observers.

They plan the selection of their leisure activities and the budgeting of their time to provide a balance between leisure and other aspects of life.

They learn about a program of recreation for all twelve months of the year with special provisions for their school vacation period; a recreational program which is a vital part of life; and about leadership and physical facilities to assist them in achieving desirable recreational objectives.

They learn to make intelligent use of the available commercial resources for leisure; and learn to use their leisure voluntarily for the benefit of others as well as for themselves.

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SUB-COMMITTEE VI

THE ADMINISTRATOR AND CURRICULUM DEVELOPMENT

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University of Oregon

The key to sound curriculum planning in a college or university is the administrator. In the last analysis everything which transpires in the total physical education program is his responsibility. Both the process of curriculum revision and the implementation of the process are dependent upon him. Nothing constructive can be accomplished without his complete support and encouragement.

With respect to the process of curriculum revision the administrator in all too many instances makes all the decisions himself. There is considerable resistance to change on the part of many administrators. When changes do occur they usually involve the addition or deletion of a course or two. Such changes may or may not be discussed with staff members. It is relatively rare to find in operation the thorough going process of curriculum development and revision as discussed in today's meeting.

Even though a fundamental revision of the curriculum may be undertaken with all or at least a committee of the staff participating over a considerable period of time the implementation of the recommendations depends upon the administrator. He must personally be convinced of the desirability of the projected changes before he will make the necessary alterations in budget, personnel, schedule, equipment and perhaps policies.

The curriculum revision program should be initiated by the administrator if he is alert to his responsibilities. However, it may be proposed by one or more staff members. In many institutions curriculum revision is a constant process and a standing committee functions continuously. The curriculum committee should involve the teacher education as well as the service programs. Both men and women staff members should participate on the curriculum committee to the extent possible.

In smaller institutions the administrator will inevitably be a part of the curriculum revision committee. In larger institutions he may or may not be a member. If he is not a member he must maintain close contact with the committee.

The relationship of the administrator to curriculum construction may best be clarified by considering it from the standpoint of each of the basic processes of administration. These are:

1. Planning
2. Organizing
3. Assembling resources
4. Directing
5. Coordinating
6. Controlling

Planning. Much careful planning is required of the administrator both in connection with the process of curriculum revision and with the implementation of the recommendations which grow out of the process. With respect to the process the administrator must plan the committee carefully. The chairman should be conversant with the techniques of curriculum construction and the various members should have special qualifications as well as being willing to serve. The administrator must also provide the committee with the necessary resources and time to do the job properly. In addition, the committee should be informed of the framework within which they operate, namely, the administrative regulations, lines of authority, and responsibility.

With respect to the implementation of the recommendations of the curriculum committee the administrator must do long-range planning. Changes in the curriculum always have budgetary implications and he must plan on the most effective approach to obtain the necessary additions to his budget. Staffing and facilities problems must also be anticipated. Consideration must be given to the deadlines for catalogues and class schedules in order to get the curricular changes before the students and their advisers.

Organizing. The amount of reorganization necessary will depend upon the extent of the curricular changes adopted. If only one or two courses are involved probably no reorganization will be indicated. However, if extensive changes are recommended a considerable reorganization of the staff may be involved. The entire administrative setup of the division or department may be changed. New supervisory assignments may be necessary. Additional or altered committees may be required. If courses are split and content rearranged the administrator may need to define the relationships between the individuals concerned.

Assembling Resources. Comprehensive curricular changes throw upon the administrator the responsibility for implementing them. He must determine the additional staff which is necessary and secure authorization from his superior to obtain them. This usually requires carefully prepared data justifying the curricular revisions and the additional expenditures which are entailed.

After clearance has been secured the administrator must make the necessary arrangements to procure the additional staff. He usually does this with the assistance of his own faculty. An in-service training program will probably be necessary for the new staff members or for the present members who assume new teaching duties.

Other resources which need to be assembled are facilities and equipment. This may vary all the way from a simple responsibility to a very complex one. If entirely new facilities are necessitated the administrator is confronted with a major task. It is more likely that existing facilities will be altered. For every new service course some additional equipment will need to be procured. New courses in the teacher education curriculum require the preparation of outlines and syllabi and the acquisition of additional library resources.

Directing. The process of direction is concerned with the manner in which the administrator issues instructions and otherwise

indicates what it is that should be done. As with other phases of administration there are better and poorer ways of issuing instructions to staff personnel.

In educational institutions there is relatively little autocratic dictation of what needs to be done. The usual procedure is to secure the participation of the people involved in the planning and formulation of the instruction. Such consultation usually improves cooperation, aids in planning, minimizes bossing, and helps in executive development.

In regard to curriculum revision the entire process should be discussed with the staff prior to initiating the program. After the recommendations for curricular changes have been submitted by the curriculum committee they should again be discussed by the entire staff. In this way everyone has a full understanding of what is being contemplated and will appreciate how the various steps are expected to fit together to accomplish the objectives of the program. This greatly simplifies the task of issuing and interpreting instructions.

Coordination. One of the important responsibilities of every administrator is to achieve coordination among his personnel. What this means is that the activities of all personnel are harmonious, dovetailed and integrated to accomplish the purposes of the organization.

Since its recommendations may be of concern to every subdivision of the organization and to all staff members it is important that the activities of the curriculum committee be coordinated. A good way to achieve this is to provide representation on the committee from the service and graduate and undergraduate professional education programs for men and women.

When curricular changes have been adopted the administrator must be sure to clarify the organization and procedures so that no doubt exists as to who does what. Overlapping responsibility must be avoided. Each person in the organization must know what he is responsible for and how his work relates to that of other individuals.

Control. Control deals with steps for assuring that performance conforms to plans. With respect to the progress of the curriculum committee it would mean checking upon the performance of the group. This can be done by conferring with the chairman or by studying the minutes of the meetings. The administrator will need to keep in close touch with the committee to evaluate its progress, to see that it does not exceed its authority and to supply needed information.

In regard to the implementation of the committees recommendations much of this responsibility belongs to the administrator himself. However, all personnel involved have a responsibility to do what they can to assure the success of the new offerings. It is the administrator's function to see that adequate motivation is provided. Somehow, someway, there must be developed in each individual a desire to execute his duties effectively.

SUB-COMMITTEE VII: PUBLIC RELATIONS

Elwood Craig Davis - Chairman
University of Southern California.

John M. Cooper,
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REPORT OF A STUDY OF PUBLIC RELATIONS' PRACTICES AND THEIR EFFECTIVENESS

This year's report consists of the results of a study. The purpose of the study was two-fold; first, to find out how frequently Public Relations' standards, principles, practices and devices were used by members of the Association; and, second, to find how effective the instrumentalities were by those who had used them.

A check list was used to collect the desired information. A copy of this check list was sent to each man listed as a member of the Association, according to the 1954 Proceedings.

I. BACKGROUND

The check list consisted of thirty-five P.R. standards and principles, fifteen groups of devices, techniques, avenues and media, five major steps of persuasion, and three overall purposes of P.R. The detailed aspects of these four categories were presented in the past four Proceedings. Originally, they had come from practices in sample college departments of physical education, interviews with outstanding directors of P.R., the literature on the subject, and the results of work by A. A. Esslinger.

One hundred seventy members completed and returned usable check lists. Thirty members wrote that they could not participate in the study. Thirty-five returned check lists that could not be used and twenty-two others arrived too late for inclusion. The 170 usable returns were from institutions from every section of the country, Canada and Hawaii. Large, medium and small institutions were well represented, as were represented, as were public, municipal, private and parochial colleges and universities.

Seventy-seven of the respondents were administrators or indicated that they carried administrative responsibility. Ninety-three of the 170 respondents were staff members.

II. SOME WEAKNESSES

Before presenting the general results of the study, it is desired to point out some weaknesses of the study. First, five administrators delegated the responsibility of filling in the check list to staff members. This probably invalidated these replies. Also, the results of some items mentioned below, based on majority ratings, were so close that these five cases could have influenced the general report of results one way or the other. Second, the method of rating both frequency of use and degree of effectiveness were, at best, rough appraisals; perhaps not much better than guesses in many instances. Third, two of the thirty-five standards and principles were worded so that some respondents had difficulty rating either frequency or effectiveness. Fourth, in three cases, administrators reported that they had included P.R. practices used in intercollegiate athletics which enabled them to report reactions not applicable to physical education alone. It is not known whether or not some other administrators did this without reporting it. Fifth, although the number of respondents was gratifying, it cannot be claimed that the results as reported below are representative of the Association's membership, much less representative of college physical educators.

These and other weaknesses are serious enough to demand that a word of caution be made regarding the placing of too much reliance on the results of this study as being typical of P.R. practices and their effectiveness in college men's physical education.

III. FINDINGS

The results of the study are presented in four parts below, i.e., (A) Administrators Replies, (B) Staff Replies, (C) Overall Picture, and (D) typical marginal comments. No conclusions appear to be justified.

Care must be exercised in interpreting the data.

For example, it is suggested that a comparison of percentages of the administrator's rating of a given item as very often used and another item as seldom used, is not meaningful. Each percent reported below merely means that that proportion of the total number of men (who had used a given item) rated it "very often used", for example: A reported percent on the next item again refers to the total number of respondents who had used the item. Occasionally, a percent of those who had tried the practice is given and so labelled.

(A) ADMINISTRATORS REPLIES

Section I of the check list consisted of thirty-five standards and principles of P.R. Four administrators indicated they had tried all of these items. Seventy-five percent of the total number of administrators had tried all but the following: (1) instructing staff in P.R. techniques; (2) emphasizing valuable aspects of the program apt to be understood by only a limited number of persons; and, eight principles related to an analysis of the public served, knowing their actual attitudes and opinions

regarding physical education, and taking remedial steps if the P.R. door was closed. On the other hand, each of these thirty-five standards and principles had been tried by at least 51% of the administrators. (This does not mean that the same individuals checked each of the thirty-five items.)

At least 51% of seventy-seven administrators rated the following nine items as having been used very frequently: (1) cooperating with the institution's P.R. officer, (2) maintaining cooperative relationships with the press, radio and TV, (3) fully using campus publications, (4) using annual reports, (5) familiarizing students with the program's values and purposes, and attempting to develop favorable attitudes in students toward physical education, (6) participating and supporting professional organizations, (7) understanding and believing in departmental purposes, (8) recognizing and using P.R. techniques skilfully in terms of each public, and (9) making sure that all persons working in the department realize that personal relations count more in P.R. than do impersonal factors such as facilities. The standards and principles which were checked as having been used least often by the majority were the same eight items referred to in the paragraph above as among those not having been tried by 75% of the administrators.

As for the effectiveness of these standards and principles, each item which had been tried very or moderately often by the majority, was rated very or moderately effective by at least 51% of the group. Wording this in reverse gives another possible meaning. It would not be surprising if those standards and principles which proved to be effective were the ones tried more frequently! There was one exception to this general reaction,--the principle advocating adapting P.R. techniques and devices to fit the public being influenced, was rated slightly effective by the majority.

Section II of the check list consisted of fifteen groupings of P.R. techniques, devices, media and avenues. The attempt was made to place within each group those detailed instrumentalities which were similar. For example, in one grouping the following were placed: bulletin boards, posters, placards, window displays and pictures. The attempt also was made to avoid duplicating any items covered in other parts of the check list. For example, reference was made to use of press, TV and radio in Section I, thus these were omitted in Section II.

No administrator indicated that he had tried all of the fifteen groupings of techniques and devices. Each of seven groupings had been tried by as many as 75% of the administrators. Each of these seven groupings were rated as used very often by 25% of the seventy-seven administrators. The seven groupings were: (1) bulletin boards, placards, etc., (2) public addresses, etc., (3) printed and duplicated materials, (4) letters, etc., (5) deliberate use of program features, (6) field trips, etc., and (7) researches, surveys, etc.

At least 50% of the group had never used the following four groupings: (1) campaigns, special occasions, etc., (2) paid advertisements, (3) endorsements of leaders, etc., and (4) plays, skits, etc. On the other hand, each of these items had been tried by 25% of the administrators and used very often.

The effectiveness of such P.R. practices is indicated by the following: each of the seven groupings referred to above was rated

very or moderately effective by at least 51% of all administrators. Each of the other eight groupings were rated slightly effective by about 10% of the administrators. A larger number of these men checked the item in Section I on press, radio and TV as used often and as very effective than any one of the fifteen groupings. It is not surprising that this trio of items received such favorable reaction.

Section III consisted of five major steps in persuasion, under the title "Salesmanship." Each step included several interrelated statements: For example, Step No. 1 included, "Attract customer's attention." Arouse curiosity." "Tell what the product may do." "Believe in product yourself."

Six administrators did not check any of these five major steps of persuasion. Each of the five items had been tried by at least 75% of the administrators. Each of the items were rated as having been used very or moderately often by all who had tried them.

The effectiveness of this important phase (persuasion) of P.R. is indicated by the following:

Each of the five steps was rated as very or moderately effective by the majority of those who had used them. Only Step No. 5, having to do with helping the 'customer' reach a decision, was rated as slightly effective by as much as 5% of those who had tried this item.

Section IV consisted of three overall purposes of P.R. The respondents were informed that it was desired to know which purpose (s) was used most often and with what effectiveness.

Seven of the seventy-seven administrators did not check any of the three major purposes. All three were used by 75% of the entire group. Sixty percent of the administrators had used all three purposes very often.

The foregoing generalities seem to indicate the relationship mentioned above between extent of usage and degree of effectiveness (or vice versa). As for some of the unmentioned details, it should be stated that in each of the four Sections, the effectiveness of most of the items was marked as not known by one, two, three or four administrators. In each of the Sections there were one or two items rated as ineffective by one or two.

(B) STAFF REPLIES

As mentioned at the outset, ninety-three respondents indicated that they were staff members. Again, attention is called to the fact that the percentages given for each item is based on the total number (ninety-three) unless otherwise stated.

Two of the staff did not check any of the thirty-five standards and principles in Section I. All items were tried by at least 40%, excepting the two items that had to do with the selection of "trouble shooters", obviously an administrative duty. In fact, it was obvious that many of the staff avoided checking those items that related chiefly to administrative functions. Thus, each of fourteen items had not been tried by the majority of the staff.

Each of the twenty-one items which might be expected to be used by a staff member, were used very or fairly often by the majority

of this group.

Each of four items were rated as very effective by as many as 75% of the staff. These four items were: (1) cooperating fully with the P.R. officer of the institution, (2) participating and supporting professional organizations, (3) understanding and believing in departmental purposes and (4) reviewing purposes and values of all phases of the departmental program with other staff members. The administrators also rated these as most effective with one exception, namely (2) above. In its place, the administrators "selected" taking part in civic affairs and community organizations. The majority of the staff rated this latter item as moderately effective along with: (1) using all suitable media, (2) interpreting physical education, (3) familiarizing students with programs values, (4)maintaining cooperative relationships with allied professions, (5) developing favorable attitudes in students toward physical education, (6) emphasizing parts of departmental work of great value apt to be understood by only a limited number of persons, and (7) using tact in trying to influence all appropriate publics. Fifteen items were rated some degree of ineffectiveness by one or two of the staff. The effectiveness of each item was marked as not known by from one to six of the staff. One sidelight of possible interest, each of the fourteen items which were chiefly administrative had been tried by from 5% to 25% of the staff and half of them rated as very effective.

Two of the staff had tried none of the groupings of P.R. techniques or devices in Section II. Ten others had tried but one, two or three of these groupings. Eight indicated they had tried all of them. (It will be recalled that no administrator so indicated).

Each of three groupings had been tried very often by at least 51% of the staff. These were: (1) bulletinboards, etc., (2) use of printed materials, etc., and (3) deliberate use of program features. (These were included in the seven groupings, each of which had been used very often by 25% of the administrators.)

Each of the same three groupings mentioned above were rated moderately or very effective by 25% of the staff, in addition to the grouping of items related to public addresses. Each of these four was rated very or moderately effective. These four groupings were among the seven so rated by at least 51% of the administrators.

Some degree of ineffectiveness was indicated for each of the following eight groupings by at least one or two staff members: (1) using campaigns and special occasions, (2) using addresses, (3) using clubs, societies, etc., (4) using field-trips, etc., (5) using contests, (6) using researches, etc., (7) using letters, etc., and (8) deliberate use of the program features. The effectiveness of each of the fifteen groupings was marked as not known by one to five of the staff excepting: deliberate use of program features.

All of the steps of persuasion in Section III had been tried by at least 55% of the staff (51 men) although ten of the ninety-three men had never tried any of these five steps and twelve others had tried but one or two.

Of the fifty-one staff who had tried all of the steps, twenty-three had tried them very or fairly often. Step No. I (attracting the "customers' attention") and Step No. 3 (helping him convince himself) were the two items used very frequently by those who had not tried all of the steps.

Step No. 5 was rated as used rarely by as many as 15% of the entire group.

The effectiveness of the steps is indicated by the following: No item was rated very effective by the majority of the entire group but of the fifty-one who had tried all steps, thirty-five of them rated Step No. 1 as very effective, twenty to twenty-five rated Step Nos. 2 and 3 as very effective, eighteen rated step No. 4, and thirteen rated Step Nos. 2, 3, 4 and 5 were rated moderately effective by at least twenty-six of the fifty-one who had tried all of the steps. Each step was rated as slightly effective by one or two of these fifty-one men. Among those who had not tried all of the steps (32 men) Step Nos. 1 and 3 were each rated very or moderately effective by at least twenty of those who had tried one or both of these Steps. The effectiveness of each of the five Steps was marked not known by one, two, or three of the staff. Each of the five Steps received a rating of some degree of ineffectiveness by at least one and not more than ten of the staff.

Seven of the staff did not rate any of the three major purposes in Section IV. Forty-four of the remaining eighty-six staff members had used all three purposes. Of these forty-four, thirty-nine of them indicated that they had used each of the purposes very or fairly often.

Of the forty-two staff members who had not used all three purposes, the first purpose (information and understanding) had been used very or fairly often by forty of these staff members. The second purpose (good will and rectifying mistakes) had been used very fairly often by twenty of these forty-two staff members. The third purpose (enlisting and giving assistance) had been tried very or fairly often by twenty-eight of this particular group of staff members. The second purpose received the highest number of "slightly effective" ratings, namely, eight.

The effectiveness of two of these purposes was marked as not known as follows: one man so indicated for the first purpose: three for the third purpose. None of the purposes were rated ineffective by any of the staff.

(C) OVERALL PICTURE

There appears to be a relationship, as might be expected, between frequency of use of P.R. practices and the degree of effectiveness of their use (or vice versa).

The majority of both administrators and staff members appear to use rather often most of the practices presented in the check list and with at least moderate effectiveness.

Generally, the administrators rated more of the items as used very often and they rated more items as very effectively used than did the staff.

Generally, the staff members marked the effectiveness of more items as not known and rated a good many more items as ineffective to some degree than did the administrators. There were thirty instances in which ratings of 2, 4, and 5 plus were written in by the staff. (These were counted as 3, 5 and 5 respectively.)

It appears, from the foregoing and some of the following comments, that most of the one hundred seventy respondents are at least moderately active in applying P.R. practices to college physical education, and with

what they indicate is moderate effectiveness.

(D) TYPICAL MARGINAL COMMENTS

If marginal and appended notes, and letters, are indicative, there appears to be considerable interest in the study, the check list and proper interpretation of ratings given.

The following list of comments is in no sense inclusive. These paraphrased comments are selected either because more than one person wrote them or because they represent some telling observation.

1. Difficult to fill out this check list.
2. Not interested in P.R. Concentrate on doing a superior job.
3. These items appear theoretical.
4. These items are more for high school.
5. Would like to see how results can be written up.
6. Kept this over-long. Had copies made for everyone in the state.
7. My answers are not valid.
8. Best use of this is as a personal check list.
9. We're weak in P.R. (many wrote this).
10. Didn't send a file copy (many wrote this - all were sent copies).
11. Poor selling is our greatest deterrent.
12. We're too small to need P.R.
13. Wonder about significance of "effectiveness." It depends more on how an item's used - skill of the worker.
14. Never realized before how true - P.R.'s everybody's business.
15. Check list had too many items.
16. Everybody does all these things.
17. I'm only a staff member. My opinion can't count.
18. P.R. in intercollegiate athletics included.
19. No effort here in P.R. We're too busy.
20. I'm new and don't know, so am guessing.
21. Some items not effective because newly tried.
22. No use for P.R., physical education is REQUIRED.
23. No department does many of these practices.
24. Best P.R. through class contests.
25. Only P.R. needed is good teaching.
26. The items in the check list should be more general.
27. Very important to know "who are the publics" and then to understand them.
28. Letters are most effective medium.
29. Additional P.R. techniques, devices and media.
    (a) Special clubs-hunting, fishing, etc.
    (b) Alumni newsletter, extensive mailing list, magazine.
    (c) Driver education class for townspeople.
    (d) Travel troupe around state, ample travel expenses.
    (e) Classes and clubs fo children.
    (f) Assistance to outside groups in conducting contests, etc.
    (g) Cooperation in all university committees and councils.
    (h) Freshman forum.
    (i) Personal visitation to communities.
    (j) Teacher recruitment bulletin.

(k) Institutes, workshops, clinics, etc.
(l) Field Service, and F.S. bulletin.
(m) Summer day camp for children.
(n) Comm'ttee on P.R.
(o) Lay groups to study our program.
(p) Shows - aquatics, dance, etc.
(q) Short term skills classes for faculty.
(r) Faculty-student camping trips, golf, etc.
(s) Faculty-faculty golf matches between colleges.
(t) Half-time demonstrations at athletic contests.
(u) Stories in magazines.
(v) Joint committees with students.
(w) Colored slides and movies for public.
(x) Have own TV show.

The Committee wishes to express appreciation for the generous help and cooperation of all respondents. The weaknesses of the study which demand caution in accepting the results as valid are the responsibility of the Committee.

Respectfully submitted,

John M. Cooper,

Elwood Craig Davis,

Chairman

BEST PRACTICES IN THE "RECRUITMENT" OF PHYSICAL EDUCATION STUDENTS

Karl C. H. Oermann
University of Pittsburgh

If any doubts exist concerning whether or not the teaching profession is coming of age, this pre-convention meeting and the many similar efforts taking place on a nation-wide basis should dispell them. It appears that we are finally about to gather into our own hands the means for controlling our own destiny. I am especially pleased to discuss with you the number one challenge facing our profession; namely, teacher recruitment.

Several conferences dealing with the problem of teacher recruitment have implied that since education is a responsibility of the state that the state should be held responsible for providing competent teachers for all children. It follows that in the thinking of these groups the state has a duty to perform involving the coordinating of efforts on the part of individuals, agencies and professional or lay groups in the selective recruitment of teachers.

Some community-wide recruitment programs have been initiated which have merit and are worthy of study and several states have enlisted all the resources for recruitment on a state-wide basis. The former project is usually undertaken under the leadership of a Community Council on Teacher Recruitment and the latter project under the leadership of either an Assistant Superintendent of Public Instruction in charge of recruitment or a Director of Recruitment Activities appointed by several colleges within the state.

I have chosen to discuss the problem of recruitment on an individual institution basis. This it seems to me is appropriate since as a professional organization composed of college and university teachers and administrators we should all be interested in the problem as it effects our own respective institutions. I do not mean to imply that we should ever lose sight of our obligations to the profession at large (this very conference in which we are engaged would belie such an attitude) but I do feel a functional approach would be most helpful.

The principles and techniques used in conducting a continuous action program for the selective recruitment and retention of capable candidates in the field of teacher preparation at an institution of higher learning are the same as those used in any sound public relations program. They need only be aimed at meeting a specific purpose or goal. The many aspects of the problem which must be considered in conducting a comprehensive recruitment campaign will include groups within as well

as outside the institution.

First and foremost it is vital that sound relationships be established between the administration, the Office of the Registrar, Education faculty members, faculty advisors, the College or University Press, the pre-education student body, education students and all campus groups and organizations which can play a role in the recruitment process.

The off-campus groups to be considered include school boards, school administrators, teachers, parents groups, community agencies, social groups, church organizations and any other publics which can be used as an influence for encouraging talented young men and women to enter the teaching profession. Specific groups to which teacher recruitment information should be beamed are Parent-Teachers Associations, High School Future Teacher Clubs, YMCA and YWCA's, liberal arts college students, high school counselors, local professional education organizations and various service clubs. In fact anyone who has contact with young people who may have teaching aptitude should be considered.

All media of public information should be utilized in a continuing campaign including press, radio, television, motion pictures, direct mail, displays, exhibits, conferences and many others. Most important of all, of course, are the personal contacts made by members of the administrative staff, counselors, advanced students, members of the faculty and teachers-in-service.

No intent is made to deny that the chief responsibility in any program to retain and recruit capable candidates for the teaching profession falls on the members of the Faculty of the institution. However, their time and financial resources are too limited for any comprehensive effort and for this reason the following proposals seem sound. They conform with recruitment programs in effect at many institutions.

1. A Coordinator of Recruiting Activities should be appointed by the College of the School of Education.
2. Funds should be made available to contact the sources of potential teaching candidates.
3. All teacher training institutions should join in requesting the Department of Public Instruction to institute a recruitment program involving:
    a. State-wide conferences which include the State Department of Education, teachers associations and teacher preparation institutions
    b. Promotion activities which include Future Teachers of America Clubs, career days and campus visitations
    c. Distribution of relevant facts and information including teacher supply and demand, training facilities, availability of scholarship and loan funds, local community teacher orientation programs, salaries and certification requirements.
4. A sound scholarship program should be established which will encourage capable young people who are in need of financial assistance to enter the profession.
5. Institutes and conferences should be sponsored by the College or School of Education to discuss the recruitment problem.
6. Better liaison should be established with public schools, particularly with high school principals, advisors and counselors to the end that

senior class members may be informed through direct mail or planned "Career Day" programs about teaching as a profession.

7. Businessmen's groups, service clubs, civic and luncheon clubs should be encouraged to sponson career conferences which through good publicity contacts and skillful advertising campaigns can help convince talented young men and women that teaching is a rewarding profession.
8. Since it is recognized that the greatest influence upon the attitudes of students toward teaching are the teachers themselves, the College or School of Education through a Director of Recruiting Activities should work closely with Teacher Organizations, Alumni Groups and Parent-Teacher Associations in helping them to "glamorize" the teaching profession.
9. The entire membership of the alumni association should receive at least one letter or brochure each year from the Dean of Education, stating the need for teachers, calling attention to the opportunities in the profession, announcing new activities and courses in the College or the School of Education and asking them as parents and citizens to encourage exceptionally competent young people to consider teaching as a profession.
10. While the press is a universally accepted media for effectuating a public relations program, editors of special departments such as music, sports, home and family life, industry, business, and commerce should not be overlooked as good possibilities for helping in the recruiting process.

Of all the techniques and methods outlined above, the most effective are always the human ones: the teacher whose personality engenders a respect for the profession, the high school counselor who takes time to fully explain the opportunities and satisfactions to be found in teaching, the college adviser who helps lead the novice through the maze of problems pre-education students encounter, the Dean who takes time to speak at "Parents Night" and convocations, the congenial and helpful admissions officer, the registrar and the secretaries who help make the path toward teacher certification less arduous and complex. These are the people who form the backbone of any sound action program for the selective recruitment of capable candidates for the teaching profession.

DISCUSSION: RECRUITMENT

Leader: J. W. Kistler,
Louisiana State

Summarizer - Vincent C. Lundeen,
Augustana College

Following Dr. K. C. H. Oermann's (U. of Pittsburg) fine talk on recruitment, a group discussion led by Dr. J. W. Kistler (Louisiana State U.) was held. Inspired by Dr. Oermanns talk and Dr. Kistlers leadership the group discussion was spirited and contained a note of urgency. Little time was spent discussing the need for recruitment. Rather the time was utilized in a discussion of approaches and methods.

One constantly recurring thought was that better service programs, especially in high schools, would develop within a student a desire for physical education work. The upgrading of teachers of long standing seemed to be of prime importance.

A disturbing thought brought into the discussion was that many physical education teachers and coaches are traitors to their profession and to the recruitment idea because of their derrogatory remarks concerning their own salary, time away from home, etc., etc. Coaches likewise have been known to advise athletes not to major in physical education saying required science courses were too tough for them - eligibility being the vital point to consider.

Specific suggestions and techniques that were recommended are the following:

1. Recruit on own campus by approaching both those with an apparent interest and those who have shown no desire for physical education as a major. Approach through coaches, instructors, majors, physical education clubs, etc.

2. More interest in sponsoring and/or co-operating with career day programs. Seeing to it that vocational books used in career days contain up to date material on physical education written by a competent authority.

3. Wider use of brochures, bulletins, and letters to prospective students. However, since parents are instrumental in encouraging or discouraging students this same type of material should be geared to them. A dissenting voice concerning use of the above written material said only personal contact was of any value.

4. Colleges and universities making physical education movies and slides available for use in high schools, clubs, organizations.

5. Coaches picking out likely candidates from varsity squads and turning names over to major department staff members.

6. More complete and intelligent use of college and high school bulletin boards where pertinent and vital information could be posted.

7. Using senior physical education majors to go to home communities to try to sell physical education to friends.

8. Having Future Teachers of America organizations invite potential students to campus and for them serve as guides and hosts.

9. Selling to the potential major that physical education teachers starting salaries are uniformly quite high, that there are many fringe benefits in the teaching profession, and that the professional preparation and duties of a physical education teacher admirably suits him for eventual administrative posts.

A parting statement as this group was dismissing pointed out that though high school teacher shortages will increasingly develop as time passes on, even more acute shortage appears on the college and university level. With 50 to 140% more students expected in colleges in the next 20 years good high school teachers need be recruited for college work.

BEST PRACTICES IN THE "SELECTION" OF PHYSICAL EDUCATION STUDENTS

Louis F. Keller
University of Minnesota

As one studies the literature in the field of Professional Preparation of Physical Education students he very frequently encounters statements of the need for careful selection of students to be trained for the profession. Snyder and Scott in their publication Professional Preparation in Health, Physical Education and Recreation say "The fundamental step to improve teaching or recreation leadership should begin at the source - the admission to professional education. Rigorous entrance requirements are essential to the success of the whole program." They enumerate many special characteristics which a physical education teacher should possess. They indicate that the selection process should begin in the secondary schools and should continue until the senior year of college. They list a full page of "Basic guides for selective admissions."

The National Conference on Undergraduate Professional Preparation in Physical Education, Health Education and Recreation, 1948 stated that professional education institutions should "provide an integrated program of selective admission and guidance," and in the report is found a rather long list of personal qualifications considered essential to successful leadership in these areas. There is no doubt that the general opinion among the leaders in our field is that selective admission is not only desirable but essential.

However, it seems that practice does not conform to theory to any great extent.

In an effort to determine present practice, the author made a hurried, rather superficial survey of a number of institutions covering all geographical areas. While the questions were very general the results of the survey show a real trend which indicates that:

I. There is very little selective admission in the colleges of this country. Some schools require a definite high school rank for admission to the institution but there is very little evidence to show that any other criteria or standards are used. One or two institutions mentioned good health and physical fitness along with ability in physical skills as special standards for physical education, but for the most part the physical education candidate was admitted upon the same basis as all other students.

II. Some attention is paid to follow-up selection or retention in a number of cases. More than half of the schools studied indicated that something along this line was carried out. Most institutions have some sort of counseling system for all students. Physical education majors, of course, are students and they receive the benefit of this service. These counseling services vary from simple availability, to required conferences and testing procedures. The attempt seems to be to eliminate those who are not suited either by qualifications or interests for the teaching field. The actual techniques vary a great deal and range all the way from mere suggestion or advice to actual cancellation.

The point if forcibly brought home is the lack of tests or other definite techniques in our physical education field. In some institutions the department of physical education spends considerable time with personal guidance on the part of individual staff members and some times by total staff discussion of each students prospective vocational success, etc. In some schools each student is considered every year while in others only those who are having difficulty or are on the border line are given special attention. It seems that on the whole we are attempting to eliminate the poorly qualified but are doing relatively little work in the way of special encouragement for the good prospects.

In order to provide some sort of "take-off" for possible discussion I am taking the liberty of outlining what is done in my own institution but with the understanding (I hope) that it is not the model program and is not being used as the example of what should be done.

The University of Minnesota does have a very excellent counseling bureau with almost limitless facilities for testing. The Health Service is also extensive and together with the Medical School and Hospital Staff furnishes facilities for any kind of medical or psychiatric examination. These various testing facilities are available to every branch of the University.

The physical education curriculum is in the College of Education which also has a corps of special counselors, one of whom is assigned to physical education students. (Incidentally, the present one and his predecessor were experienced physical education teachers who are working toward a Ph.D. degree in personnel work and physical education).

Procedures for Admission

I. From High School

The general requirement for admission to the College of Education from secondary school is a high school percentile rank of 40 or above. Physical Education students are in general required to meet this standard. All students applying for admission are required to take the following tests:

1. Psychological Tests
   a. Miller Analogies - B - or Ohio Psychological Examination
   b. Minnesota Teacher Attitude Inventory
   c. Minnesota Multi-Phasic Inventory
   d. Strong Vocation Interest
   e. Cooperative Reading Test

2. Health Examination
3. Speech Test - special norms for teachers

The results of these tests are used for counseling purposes only. If a student is below H.S.P.R. 40 and he believes he should be admitted to the College of Education, he is referred to the counseling department for special consideration. If a student is (1) low on the Speech Test, (2) has certain physical handicaps, (3) rates low on the M.T.A.I., (4) scores low on Cooperative English, or (5) shows certain tendencies on M.M.P.I., he is called in by a counselor and advised. He may have to take remedial work.

II. From Other Colleges

Must make out application for admission and furnish a transcript of credits. He must take the battery of tests, the results of which are received by the appropriate counselor. A "C" average is required except in cases where the student has obviously been in the wrong field. e.g., I.T. or Business.

After Admission

All students must maintain a "C" average in all work and a "C plus" average in the major. Grade slips are checked every quarter and those who are below "C" average are put on probation. The student is called in by the Secretary of the Committee on Scholastic Standing or he may choose to have a conference with his counselor. An effort is first made to assist him with his study habits. Here the Cooperative Reading Test is often used as a criterion. He may be advised to take remedial reading, etc. A reading skills clinic in the Counseling Bureau is available to him. He is again checked at the end of the year and if his record is not good or improvement is not shown the counselor and the major adviser confer about the case and if the two decide that the risk is bad the student is dropped.

At the beginning of the junior year each student must get a sophomore clearance. To do this he must again take the battery of tests and the results are compared with junior norms. He must also re-do both the Health and Speech Tests. The major adviser is furnished a form showing the results of the various tests and is asked for his recommendation. If the tests are O.K. and the adviser so recommends he is allowed to enter senior college and proceed with the junior sequence.

At the end of the junior year, if his work in (Ed 55A Junior Sequence) is satisfactory, he is allowed to apply for Practice Teaching. Here a decision is made as to his fitness and readiness. A summary of his work in the major is reviewed in addition to another examination of his multi-phasic and M.T.A.I. record. If everything is satisfactory he is allowed to take Practice Teaching and start on his senior year. If the multi-phasic is not good he must go to a specialist in the Mental Hygiene Department who will diagnose and advise. He may be refused admission to Practice Teaching and not allowed to work toward a teaching certificate.

If he takes his senior work and completes his Practice Teaching

he must take a final medical examination before he is recommended for a teaching certificate.

It is possible to continue and graduate with a B.S. degree but without a teaching certificate.

These are the procedures used at this one school. They are not ideal but have considerable merit. They are lacking in evaluation in the physical education field. It is also the belief of our department that some information should be received from those who know his potential before he enters college. This might be his high school teacher, coach, principal or other responsible and competent person.

DISCUSSION: SELECTION

Leader: E. B. Smith,
University of Georgia

Summarizer: Don Adee,
Fort Hayes Kansas State College

The Selection of qualified students for training as physical education teachers should be a continuous process geared to the teacher training institution's concept of a successful teacher. Factors that should be considered in the selection and the corresponding standards in use at some institutions are as follows:

1. Scholastic competence. Some colleges and departments of education require an entering student to have a High School percentile rank of 40 or above. An interesting observation in support of the use of the high school percentile rank as a criterion for admittance to teacher training was cited by a member from a large state university. The majority of students at that university who had a high school percentile rank of 30 or less failed to graduate from the university. This statement was based on results observed over a thirty year period. The lack of correlation between good scores on the standard intelligence tests usually administered to college students and success as physical education teachers must indicate that the intelligence tests are failing to measure the qualities necessary for success as a physical education teacher.

2. A basic interest in people. Since the physical education teachers as well as other teachers are required to teach people and not just subject matter, they should have a basic interest in people. This also is necessary in order for the teacher to be successful in working with fellow teachers and if the teacher is to live a normal social life in the community.

This interest can be and is being determined by various tests and measurement procedures available in the guidance departments of most universities and colleges. Walter Cook's Minnesota Teacher Attitude Inventory has proved very helpful in several colleges and universities.

3. Vocational competencies and interest in the profession. The use of physical skill tests as an indicator of potential as a physical education teacher are recommended provided the candidates have had a wide variety of physical education experience. Interest in the areas closely related to physical education such as biology and science must be developed through proper group and individual guidance if the student

is to appreciate the contribution of a knowledge of these and other related fields to success in the physical education profession. College grades and particularly those received in the chose field are most generally used as measures of vocational competency prior to entrance to the professional training year which is most frequently the senior year.

4. Attractive Personality. - or promise of personality development. The student must exhibit normal emotional balance, social capacities necessary for successful teaching and adequate physical health free from noticeable defects. Various psychological tests, personality inventories and a variety of health examinations are being used to appraise the selective factor of personality.

The above listed factors and others pertaining to the selection of physical education teachers as discussed by this group are briefly summarized:

1. The best single indication of success in college is the high school academic record as shown by the student's high school percentile rank.
2. Intelligence tests should be revised to include measurement of the attributes necessary for success in the teaching of Physical Education.
3. The candidate for entrance into the final year of professional training should develop and demonstrate a mastery of the chosen field of physical education and also an appreciation of the relationships with related fields.
4. The interest of the individual in, and his ability to participate in sports, is a selective criterion for entrance into the field of physical education teacher-training.
5. Early exposure of the student to real situations in his field under supervision, as in student teaching or assisting in the Physical Education Department service courses will furnish the student an opportunity for identifying his deficiencies as well as his assets.
6. Selection is the responsibility of the entire teacher training staff, not just the guidance department or one lone adviser.
7. Colleges and universities must cooperate on establishing minimum standards for the selection of students tor teacher training in physical education. These standards must of necessity be similar within a given state or regional area if the product (teacher) going into the field of Physical Education is to be improved.
8. Standards for selection should be sufficiently high and sufficiently challenging so that educators, the lay public, and prospective candidates come to have a wholesome respect for the profession and those who enter it.
9. Studies done on the subject of selection show that we get more people in the profession by raising the standards for admission than by lowering them.

BEST PRACTICES IN THE "GUIDANCE" OF PHYSICAL EDUCATION STUDENTS

Ralph Johnson,
University of Illinois

In preparing this report an effort was first made to differentiate and define the terms used to designate the services related to guidance programs. The terms guidance services, guidance activities, personnel services, personnel work, counseling functions, advisory procedures, and others, are used to describe the programs serving students, and there is little agreement on standard terminology. Originally the word guidance implied direction or regulation, personnel work was related to business or industrial employees, and counseling implied giving advice after consultation. A much broader interpretation of these terms has evolved in recent years, and they have been used to express similar or overlapping ideas.

The present scope and methods of guidance have been developing in colleges and universities for several years. Increased attention has been given to orientation to college life, and to all phases of counseling, including academic, personal, and vocational.

Three persistent problems in student guidance have been:

1. getting the faculty as a whole to share the personnel or guidance point of view,

2. getting the full scope of student personnel work and guidance understood and recognized, and

3. getting best distribution of responsibility for each phase of the program.

In relation to these problems, basic ideas which have emerged are:

1. that the education program should be individualized,

2. that guidance procedures are an integral part of the educational process, and

3. that the general faculty should do much of the counseling work with students while personnel specialists supervise and facilitate the guidance program.

No master plan for guidance and personnel services has developed and most specialists express the opinion that this is neither practical nor desirable. Differences in institutional structure are cited as the primary reason for not seeking a common plan. There is agreement that good planning is necessary and that such planning should include consideration of the coordination and integration of all services, the collection and distribution of complete information for staff use, and consideration of the needs of all students. It is further recommended that departments of physical education should plan guidance programs in addition to, but coordinated with, college or university programs.

Areas of attention which are particularly pertinent for physical education majors include:

1. An orientation program during Freshman week providing assistance on registration procedures and regulations, planning schedules, courses and curricula, and information on student and social activities.

2. A complete battery of guidance examinations.

3. Orientation course providing education and vocational information, history, aims and purposes of physical education, social and personal adjustment, etc.

4. A pre-registration counseling interview each semester.

5. Periodic interviews for students doing poor work.

6. Interviews on request for any student with personal, educational or vocational problems.

7. Remedial programs in English, speech and physical activities.

8. Field trips, career days, majors clubs and seminars.

Recommendations for the organization and conduct of a guidance program for a major department are:

1. Organization

   A. A permanent committee should be appointed to:
      (1) formulate policies on guidance
      (2) sponsor pertinent research
      (3) administer the program.

   B. A staff member with experience in teacher preparation and personnel work should act as chairman of the committee.

   C. A sufficient number of staff members should be assigned to serve as clinical counselors. (This group should be trained

in the use of the tools and techniques of clinical counseling so that they may carry on a continuous in-service program and supervise all counseling procedures. They will also need to have a thorough knowledge of teaching and teaching curricula.)

D. Adequate facilities and personnel should be provided to carry out research studies, to prepare and publish materials, and to perform other functions related to guidance.

2. Major Principles

A. Guidance should be based on clinical counseling. (Clinical counseling is a procedure that takes into account the total assets and liabilities of each individual, considers all of them in relation to each other, and assumes that final recommendations and decisions will be based on the total clinical picture.)

B. The process of guidance should be a continuing one, beginning as soon as possible after the student has been admitted to the teaching curriculum. It should function at all levels of the professional program, with specific stages based on recommendations derived from the clinical counseling procedure.

C. The program should make use of the possibilities of remediation and therapy.

D. Specific methods and materials used in guidance should be subject to revision in accordance with evaluation studies of graduates from the physical education program, changes in the status of the teaching profession, changes in the supply of student candidates, and other research.

3. General Procedures

A. Personal data forms should be required from all students. (These forms should include educational background, home and family data, interests, extracurricular activities, recreational activities and interests, work and travel experiences, self-support, and study habits.)

B. Tests and examinations should be administered as soon as a student signifies a desire to enter the professional program. Testing should provide information on physical health, emotional adjustment, personal and social adjustment, academic progress and attainment, and physical progress and attainment.

C. Test data and personal information should be assembled for use in the first counseling interview, if possible.

D. On the basis of interviews and on recommendation of the counselor, arrangements should be made for remediation and therapy if needed.

E. Further counseling and testing should be arranged as needed by the student. The object should be to help the student with his major, minors, professional work, practice teaching, and other educational or personal problems during each succeeding year.

F. A program of group orientation and orientation courses should be developed. Such points as professional opportunities and conditions and the characteristics necessary for success in the field should be covered.

G. A systematic program of group meetings, lectures, and forums should be conducted for the purpose of providing information on and discussion of professional problems.

Summary

Major consideration in guidance programs include:

1. Provision of qualified advisors and counselors.
2. Provision of staff time for counseling.
3. Availability of test data and reports.
4. Student response to guidance opportunities.
5. Justification of time spent in counseling.

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DISCUSSION: GUIDANCE

Leader: Lloyd Jones,
Pennsylvania State University

Summarizer: Howard C. Leibee,
University of Michigan

Twenty were in attendance and all played "Pepper Ball" with the problem under discussion. Topics which were discussed included—

1. The effects of increasing enrollments upon guidance programs.
2. In-service preparation of staff to contribute to adequate guidance.
3. The role of counselling and guidance centers and their relation ship to departmental guidance programs.
4. Guidance programs now in operation at various institutions—Illinois, Notre Dame, and Michigan.
5. The need for qualified personnel in physical education to assist in the guidance program.
6. The orientation program in physical education.
7. Does guidance mean to "spoon-feed" and to play the role of "nurse-maid".
8. How do we get the students to accept counselling and guidance and to seek assistance when needed?

BEST PRACTICES IN THE "PLACEMENT" OF PHYSICAL EDUCATION TEACHERS

Robert A. McCall
Ball State Teachers College

There is an ever increasing awareness on the part of our teacher preparation institutions that their educational services do not terminate with the preparation of qualified teachers but that these services also include giving aid in the best possible placement of their graduates. There is further recognition that placement entails more than merely seeing that all graduates get a postion but also that each position is taken by a graduate whose education and temperment best suits him for that position. Suitability to job requirements is important. Placement alone is not enough.

An outcome of the increased importance associated with placement has been the evolvement of the central placement office staffed by specially trained personnel. The recent annual convention of the National Institutional Teacher Placement Association was attended by approximately three hundred placement officials from colleges and universities of the Continental United States, Mexico, Canada and Hawaii. This Association has been active in recent years in developing a code of ethics in relation to — placement procedures, relationships with employers and relationships with applicants. In many of our institutions the services of the placement office are becoming increasingly broad and in addition to placement are associated with areas such as recruitment, admissions, instruction and counseling.

Recognizing the growing functions of the placement office, in what ways can the department of physical education operate in assisting with the institutional obligations of placement? First we should recognize the fact that a large majority of our physical education graduates teach in other subject matter areas in addition to physical education, particularily during their first years of professional life. In my own State approximately two-thirds of the high schools enroll one hundred or less pupils. In these small high schools the physical education teacher has duties in one or perhaps two subject matter areas in addition to physical education. The necessity of a central office in finding personnel to fit these kinds of positions is obvious.

The physical education department's placement operations can best function with and through the placement office. In order for the placement office to best perform its functions, it seems that the physical education department can best assist in the following ways:

1. Assist in surveying the area served by the institution to determine placement opportunities.
2. Cooperate in advising students concerning the services of the placement office and in matters pertaining to making application, conducting personal interviews and ethics of contracts written or spoken.
3. Furnish the placement office with a complete and carefully prepared report of each prospective teacher's personal qualifications and professional competencies as evaluated by all staff members having had contacts with the student through out his college experience.

The analysis of each prospective teacher's characteristics gathered from staff contacts during his college experience seems to be the most valuable contribution we can make. This is, however, the area in which we most often fail, because a systematic plan for collecting this information is not made. To properly perform this function a plan is needed whereby information on each student major is gathered, starting from the time of college entrance until graduation. It is not the intention here to specify in detail how this cumulative record can be built but rather to suggest important areas of consideration.

The collection of placement information is the responsibility of everyone in the department having contact with major students, in general and professional classes, practice teaching, guided laboratory experience and in such extracurricular activities as intercollegiate sports, intramural sports, and special clubs and events of all kinds. In addition to evaluating how well students do in each of these activities, we need to be constantly on the alert to determine what kind of teachers they will make and in kind of situations they are most likely to succeed. Physical education activities are unique in the opportunities they offer for counseling and guidance. They are also unique as to the extent in which they offer opportunities for observation of students in real life situations where qualities of leadership, integrity, iniative, human relations and other factors so important to teaching can be observed.

In order for a cumulative evaluation to function well, some system for data collection is needed; so that impressions are recorded near to the time of their occurrence. At certain times in the students preparations, at least at the end of the sophomore and senior year, each staff member might well submit information concerning each student with whom he has had contact. For those institutions planning to develop a check list of essential personal qualifications and professional competencies I would like to suggest, as a basis, those general items listed in the report of the National Conference on Undergraduate Professional Preparation in Physical Education, Health Education and Recreation held at Jackson Mills in May 1948.

Obviously every staff member will not have sufficient contacts with each student to qualify him to rate that student on the check list but each staff member can pass judgment on those items he has observed.

Such a method of continuous evaluation will result in a much more valid, comprehensive and usable record than is provided by a single terminal evaluation consisting only of courses taken, grades attained and three or four references submitted by student selected faculty members.

In developing a system of placement evaluation, close cooperation

with the placement office is essential. As the department works with the placement office on this problem, a better basis of common understandings can result. Because of its direct contact with placement problems, the placement office can suggest definite information found necessary in its work; while the professional experience and philosophy of staff members will be useful in designating the important qualifications and competencies necessary for leaders in physical education. Cooperation of this kind will not only improve placement procedures but can do much in advancing physical education to a position of greater esteem in our schools.

Our responsibility is to give the most nearly complete and useful picture possible of each of our students; so that each may be recommended for the position for which his education and temperament best fit him. This kind of placement will make for better teachers, better prepared for their jobs and will also bring about a greater appreciation of physical education as an essential component of education. We not only wish to place our graduates where they fit but also where they can be effective in raising the level of physical education's contribution to education.

DISCUSSION: PLACEMENT

Leader: H. D. Corbin
Lock Haven State Teachers College

Summarizer: A. R. Adams
Centenary College

1. In 1954 we graduated 57% fewer graduates in Physical Education than in 1950.

2. We graduated less in 1954 than in the last 15 years. Since there are more teaching positions available in Physical Education than ever before and since we are graduating considerably less students than ever before there probably is no real placement problem--interpreting placement as finding jobs for our graduates.

3. 50% of our high school students are not under the supervision of a high school Physical Education teacher. This indicates that there is a terrific need for Physical Education instructors and may be partially the reason that a comparatively few number of prospective teachers are entering the profession. (Physical Education is not being interpreted to high school students.)

Other points that were emphasized in the discussion are:

1. We are losing many of our men students immediately after graduation to the military services. Students find it necessary or desirable to take advanced ROTC and upon graduation instead of accepting a teaching job, go directly into military service.

2. Research has shown that many of the men are staying in service after their two or three years compulsory period or going into business in preference to teaching. The only explanation that could be offered to account for this trend is that teaching does not compare favorably (financially) with business opportunities or with a career in the armed forces.

3. The mortality rate is high for Physical Education instructors in Indiana because many physical educators are accepting principalships or some other supervisory position.

4. Many coaches who are trained physical educators are not teaching Physical Education. In many cases they do not desire to teach Physical

Education and their jobs depend only upon successful coaching.

5. There is an increase in the demand for full-time Physical Education teachers at the elementary school level. There is a trend to hire full-time Physical Education teachers at the elementary level rather than let the classroom teacher teach Physical Education along with the academic subjects.
6. There seems to be a trend in many states to hire a straight Physical Education teacher at the elementary level to teach Physical Education in two or more elementary schools. She or he may teach Physical Education two or three days at one school and two or three at one or more others.
7. There appears to be a greater shortage of women physical educators than ever before. The fact that many women Physical Education teachers marry before or shortly after graduation and the fact that Physical Education is one subject in which men cannot fill a woman's vacancy has always caused a shortage of women Physical Education teachers. However, in the discussion one participant stated that in his state there were twenty job vacancies per girl that he graduated. He stated that women physical educators on the high school level can name their school and within certain limitations their salary.

A Central Placement Office for colleges and universities as versus a departmental placement service was discussed by the group. There appears to be a trend in favor of the Central Placement Office over the Departmental Placement Office. All participants in the discussion seemed to favor this trend.

In his opening address Mr. McCall stated that we must realize that Physical Education teachers must teach in other subject matter areas. This statement was discussed and agreed upon. Recognizing this fact there seems to be a trend all over to require students to be certified in two subjects. Some call it a minor and others a second certification. Colorado requires two minors of its Physical Education majors. Although the trend is prevalent to require certification in two subjects, participants in the discussion stated that in many places Physical Education teachers (even new ones) do not have to teach other subjects.

It was stated that there is a trend to separate coaching and Physical Education in the city school system in Ohio. It was pointed out that too often the emphasis was placed on coaching with little effort on the bigger Physical Education program, therefore, coaching is combined with academic teaching and Physical Education instructors hired to teach Physical Education.

To summarize this discussion it may be said that there is no placement problem for Physical Education graduates, when one interprets placement as the ability to find jobs; the major problem is to recruit good prospective teachers into Physical Education, place them in the jobs for which they are best suited, and keep these people in Physical Education as their life's work.

BEST PRACTICES IN THE "FOLLOW-UP" OF PHYSICAL EDUCATION STUDENTS

Henry Shenk
University Of Kansas

In delving into the problem of "follow-up" one is struck with the small amount of material appearing in the literature. Either this area has not been considered very important or it has been largely overlooked by educators. Time did not permit doing an extensive study in the area of "follow-up" but it would appear that such a study would be both timely and profitable for the College Physical Education Association or some other group.

There may even be those who feel that the responsibility of the physical education department ends when a student is graduated and that, after securing a job, the new teacher is on his own - sink or swim. However, this is not the viewpoint presented in this discussion. It is felt that follow up is important and that, since our departments are measured to a great extent by the success of our graduates, anything that can be done either in or out of college will be of real value, not only to teachers but also to department as well. The first year after graduation is crucial in the career of the new teacher and his future success may be largely determined by the experiences of his first teaching job. It is important that the beginning teacher make a good start and it seems reasonable that the interest of the teacher preparation institute should continue in its graduates to the extent that every legitimate effort be made to help them over the trying experiences of the first year. If it is agreed that some type of follow-up should be provided for the beginning teacher, then the problem become what type of follow-up the institution should provide.

1. Internship. Perhaps the ideal solution would be to have the new teacher serve an internship of a year during which time his college department would carefully supervise and advise the new teacher in a sort of "on-the-job-training". While many colleges and universities are now giving "off-campus" student teaching, there are a good many differences between a student's teaching in a controlled situation and a beginning teacher's experience where he has full responsibility. Although the internship idea might have appeal, in most situations it is probably not feasible due to several factors:

(1) The cost is prohibitive since many new teachers are located at a considerable distance from the college or university. (2) Professional

jealousy may cause resentment and conflict between local school authorities and supervisory personnel. (3) Most departments can not spare staff members for the time necessary to provide supervision during the internship.

2. Visiting Teacher. A second type of follow-up would be to send a departmental staff member to visit the novice and to discuss the teacher's problems with him and his school administrators. To be successful this representative should visit each new teacher at least two or three times during the year. Observation of the new teacher's work and conferences with the teacher, adminstrator and supervisors should uncover any weaknesses or strengths of the novice. Many times a few words of advice from the visiting staff member may be enough to save a beginner from serious mistakes. Furthermore, shortcomings in the department's preparation of teachers may be unconvered. However, this visiting teacher plan is subject to many of the same criticisms as the internship and it also may not be feasible.

3. Letter to Administrator. If it is not feasible to send a staff member or other representatives to visit beginning teacher, a letter from the department to superintendents of schools who have employed recent graduates should be quite valuable. This plan has been followed in the department with which I am connected. A typical letter follows:

> You have employed one of our recent graduates,_____, for a position in your school this year. We are interested in helpthese beginning teachers do a good job and realize that new teachers sometimes make mistakes which should be corrected early in their teaching careers. We are also interested in eliminating weaknesses in our teacher education program in physical education--both in coaching and activity classes. Won't you please give us an evaluation of this new teacher, his strengths and weaknesses as well as your estimate of his probable success as a teacher. A stamped envelope is enclosed for your convenience. Of course, any information you give will be kept strictly confidential.
>
> If there is any way we can help_____, please call us.
>
> Very sincerely,

Responses to these letters have been good and so far we have received 100% returns.

Some typical replies follow with only the name changed.

C.M. seems to be doing an excellent job here up to now. He perhaps is a little too much down on the student's level but I am trying to help him along this line. Perhaps you might also help if you warned him of this error. He may have some trouble in girl's athletics as girls are much harder than boys to keep together as a team and some of them quickly become "smitten" with a young coach. I would appreciate your help

from this angle as it is dangerous to a new coach. Thanks for your interest and concern.

R.C., our coach at Rossville High School, is doing a grand job in his first year's work here. I think definitely that he will be a superior teacher. He is very cooperative and I think very conscientious.

L.H. is employed in our High School as a coach and teacher. He is nice appearing in both dress and manners. He is having some trouble with his subject teaching--that is getting it down to the student's level. I feel this will come out all right as we have discussed it and he is a cooperative worker. I have had other teachers from K. U. and have found them above average in prepardness. There are always little things in each community that have to be ironed out. Mr. H. has one bad influence and I wonder if you are teaching any phase related to it--the family of a teacher and its conduct. We are not strict here, smoking, dancing are permitted--attendance at church up to each one. What I mean is small pre-school children appearing at school and hunting up daddy. I had to get rather stern on this issue as it was on school time and he had a hard time understanding why one should not let them come up when and how they pleased. I will add here it has stopped and I sincerely believe we have an above average teacher in Mr. H.

It is hard to give you an evaluation at this time on J.M. I can only say that he is willing, conscientious and quite alert. The degree of success he attains will depend somewhat upon his acceptance by his fellow teachers and the community. Thus far, we have had favorable reports. Mr. M's preparation in the elementary field is limited. I think the teachers are cooperating to help him in the development of the program. Mr. Gordon tells me that his relationships here at the junior high school are quite satisfactory.

4. Campus Conference With New Teachers. Another device for helping first year teachers which has real merit and is used by some schools is to invite beginning teachers back to the campus for a discussion of their problems. Such a conference should be very beneficial to both the teacher and the department. It is not only an excellent means of strengthening the bond between the department and the graduate but in many cases may point out needs which the department may not have recognized.

5. In Service Workshop. A further means of improving the work of young teachers is the "in service workshop". In our state such workshops were held last year with varying degrees of success. While workshops are limited as to time and scope of materials covered, experiences there are sometimes more meaningful than during student days because the graduate has now had actual teaching to furnish a background for the workshops.

6. Newsletters, Brochures, Etc. Probably every physical education department issues newsletters or sends out materials and brochures to its graduates from time to time. A department can perform a real

service to its graduates by supplying information on new ideas, trends and developments in the field. Even a Christmas greeting strengthens the bond between former student and the staff in the department. An "Esprit de Corps", can be developed and the professional stature of teachers in the field be increased by developing communication channels between staff members in the physical education department and graduates in the teaching field.

In addition to helping the former student improve his teaching, an important part of the follow-up plan should be to help former students advance professionally, by keeping in close contact with the institution's graduates and notifying them of desirable positions, which are available from time to time.

Just as car manufacturers are interested in getting "the bugs" out of new model cars, so should the physical education department be interested in getting "the bugs" out of their new models so that these new teachers will be ready for long periods of useful service as career teachers in physical education. In the final analysis each department will have to use whatever "follow-up" device seems best suited to its own situation. Perhaps there are institutions which have much better follow-up programs than those suggested here. If so, it is hoped that they will be presented in the discussions to follow.

DISCUSSION: FOLLOW-UP

Leader: Lewis Hess
Ohio State University

Summarizer: Dan Minnegan
Towson State Teachers College

Beginning teachers, especially in the first two years, need much help in order to get started successfully. Colleges have a responsibility to provide such help.

"An effective college follow-up service can definitely help the graduate to make a successful start in teaching." This was the general belief of the discussion group.

However analysis showed that practice of this accepted theory was relatively limited due to several powerful factors. Nevertheless several ingenious ways of providing some follow-up service were suggested in spite of the numerous handicaps. Several of these suggestions are outlined in the following paragraphs.

In all cases, the limited time available prevented adequate coverage in reference to scope and detail.

The most serious problem seemed to be the lack of adequate personnel to do the job. These partial solutions to the problem were discussed by representatives of various colleges.

1. The director of practice teaching, in his travels, served in a dual capacity--serving as a director of practice teaching for undergraduate and as a "follow-up" man for recent graduates.

2. A network of cooperative alumni members was organized in order to meet and to help the incoming recent graduate of their Alma Mater. The need to educate administrators was stressed in one college.

3. Graduate students, preparing to become supervising administrators, were required to take a basic general course in art, music, physical education thus building a working knowledge of how to help recent graduates.

4. Realistic briefing on "probable starting problems of beginning

physical eduation teachers" provided during the senior year was used to offset personnel shortages in actual "follow-up" help. This briefing included:

a. Talks by administrators from several types of schools.
b. Liaison contacts with administration from the field and teaching in the college.
c. Studies of survey problems met in getting started.

There was considerable discussion on the utilization of special days and opportunities in order to provide follow up help. These were suggested:

1. Colleges should provide special consultative services for recent graduates at such occasions as state and district teachers meetings, home comings, etc.

2. Some colleges take practically the entire staff out to a fruitful area in order to conduct a week end diversified clinic geared to give help to starting teachers.

3. It was advocated that the State or sectional meetings of the AAHPER be rotated so that these services might reach those areas standing in the greatest need of help.

The problems of providing any follow-up for recent graduates who scatter widely received some attention. Loss of contact with graduates was a real problem in some places and help from a strong alumni association was utilized. Mail services of various kinds seemed to be the best solution in case of widely spread graduates.

Beginning teachers do need help. Teachers learn how to teach in college but they also learn how to teach on the job. Learning how to teach is a long process. The college, which beginning teachers have left, and the school system he has entered will find difficult but challenging problems which will demand their best cooperative efforts, in order to develop a competent, independent, adjusted, creative teacher of physical education.

The summarizer recommends to all the U. S. Office of Education (Bulletin 1954; No. 6), Following Graduates Into Teaching. This bulletin provides invaluable data on such problems as:

1. Purposes of follow-up.
2. Development and organization of the service.
3. Effective procedures and techniques.
4. Evaluation of procedures in reference to objectives.

THE ROLE OF THE COLLEGE PHYSICAL EDUCATION ASSOCIATION IN THE IMPROVEMENT OF PRESENT CONDITIONS

Discussion Leader: H. A. Scott
Teachers College, Columbia University

Discussion and suggestions from the floor brought forth the following observations:

The College Physical Education Association can contribute to the improvement of present conditions:

1. Assuming leadership in promoting the reestablishment of the practice of student leadership in physical education classes at the high school level.

2. Collecting, evaluating, editing and publishing summaries of materials in physical education.

3. Promoting programs of evaluation and testing other than intelligence tests.

4. Promoting the internship plan for teachers of physical education.

5. Seeing that material on physical education appears in high school brochures.

6. Trying to see that more material and information regarding physical education gets into high schools texts, particularly texts dealing with health education.

7. Exploring ways and means of getting military personnel back into the profession after the completion of their service time.

8. Making greater use of our own instrument, the curriculum, as a way of improving the knowledge and understanding of all persons regarding the place of physical education in the total educational program.

9. Sponsoring the plan of using physical education majors for the recruitment of future teachers of physical education.

10. Working with state associations in recruiting programs.

11. Raising our own professional standards.

12. Increasing our membership--spread-eagle the field and bring more professional personnel into our association, particularly young teachers.

13. Writing for popular publications--talk to the world rather than to ourselves.

14. Involving more people in understanding and participating in the profession and its various activities. Public relations is a two way street.

15. Keeping our majors in military service informed of what we are doing as a means of maintaining their interest in physical education for the future.

A STATEMENT OF PRINCIPLES FOR COLLEGE TEACHERS OF EDUCATION*/

The purpose of this Statement is to make explicit some of the professional responsibilities of college teachers of education. Some of these responsibilities are common to all teachers in school and college, and some apply more specifically to college professors who contribute to the education of teachers at all levels and in various subject-matter areas. However, the Statement is primarily intended to define the roles and functions of those who are responsible for the professional preparation of teachers and of other personnel in American educational institutions.

We believe that the present is an appropriate time for such a Statement, though we do not expect it to be the last word on the subject. Designed to promote discussion and thoughtful analysis, it is not intended to be defensive or protective of special interests, but rather to clarify some of the misunderstandings that seem to exist. The Statement may, perhaps, be summarized by saying that college teachers of education seek to promote good teaching, good human relationships, high professional standards, sound scholarship, and the democratic values of a free society.

The Statement is the work of many people. This is both its strength and its weakness, for it contains many ideas, not all of which have been fully harmonized. While a single author might have produced a somewhat more unified document, we believe it is more valuable for being a composite of many ideas on which there was substantial agreement. We invite further discussion.

PREAMBLE

With the increasing demands now being made on the schools and

*/ Draft of a Policy Statement Prepared by the Executive Committee of The National Society of College Teachers of Education for discussion and action by the membership of the Society at the annual meeting in Atlantic City, N. J., February 14-16, 1954. R. Freeman Butts (Teachers College, Columbia University), President; Ruth E. Eckert (University of Minnesota), Vice-President; Claude Eggertsen (University of Michigan) Secretary-Treasurer; Harold Hand (University of Illinois); E. T. McSwain (Northwestern University); Lindley J. Stiles (University of Virginia); W. Clark Trow (University of Michigan).
(Revision of May 1954.)

colleges of this country has come an increasing responsibility for the preparation of teachers and specialists in many fields. The content and methods of education at all levels are undergoing rapid changes as a result of research and new theoretical formulations, and of the practical efforts to make instruction more effective. More children and young people than ever before are crowding our schools and colleges, and the need for an increasing number of well-prepared teachers and other staff members is therefore very great. There is good reason to believe that our society will provide the means for the needed staff increases. It is therefore an appropriate time for college teachers of education, who are charged with a special responsibility for the professional preparation of educational workers, to take stock of their resources and set before themselves a clear statement of their beliefs and intentions.

The responsibilities of college teachers of education are believed to rest upon the following four premises:

The well-being of a democratic society requires that its members be initiated into the culture in ways which will help them to become effective, creative, and responsible participants in the society.

The well-being of individuals in a democratic society requires that they have an opportunity to develop their potentialities to the fullest extent and to achieve satisfying self-realization as persons and as citizens.

The central purpose of the educational enterprise is to provide competent guidance that will aid and facilitate this two-fold development of society and the individual.

The task of college teachers of education is to provide leadership in the professional preparation of teachers, administrators, and other personnel who are to carry forward this all-important enterprise.

In the performance of his tasks the college teacher of education has certain obligations to his students, to his colleagues, to the profession, to the world of scholarship as a part of the cultural heritage, and to the supporting democratic society.

RESPONSIBILITIES TO STUDENTS

Inasmuch as the basic responsibility of the college teacher of education is to help his students become effective members of the educational profession as well as broadly educated persons and citizens, he has the responsibility to:

1. develop in his students the knowledge and skills requisite for their growing self-direction as members of the profession.
2. enlist the participation of all concerned in planning the program of teacher education, including the students in training, to the extent that their maturity and competence warrant.
3. utilize appropriate resources derived from the historic scholarly traditions, from current trends in the culture, and from the growing body of knowledge of the learning process, growth and development and human personality.

4. be alert to the possibilities of improving his own teaching as a means of improving the learning and the teaching of his students.
5. develop in his students faith and skill in the democratic process, inspire in them a spirit of critical inquiry and respect for facts and for differing points of view, and insist upon the right of students to study all problems without coercive bias or indoctrination.
6. aid the professional growth of teachers and others in service by all available means including graduate instruction, field work, institutes, workshops, and personal consultation.
7. encourage young people of talent and ability to become teachers and to prepare themselves for the kind of professional work for which they show promise.

COMMON RESPONSIBILITIES WITH COLLEAGUES ON THE CAMPUS AND IN THE FIELD

Inasmuch as the preparation of teachers is a broadly shared task, the responsibilities of the college teacher of education include the following:

8. maintain close relationships with teachers and officials in elementary and secondary schools and with others engaged in educational work in the field.
9. establish relationships of mutual understanding and cooperation with his colleagues in the liberal arts and sciences and in other professional schools on the campus.
10. assume leadership in the continuing study of the task of educating teachers and of the function of education in our society.
11. abide by the highest ethical standards in his professional relationships.

RESPONSIBILITIES TO THE EDUCATIONAL PROFESSION AT LARGE

Inasmuch as the college teacher of education has a general responsibility for improving the standards and welfare of the profession as a means of providing better service to the public, he has the following special functions:

12. recognize that professional knowledge includes both theory and practice, principles and procedure, organized content and method.
13. insist that the professional preparation of the college teacher of education himself should include
    (a) through acquaintance with the educational enterprise and its historical, social, psychological, and philosophical foundations, providing as they do a basis for understanding the fundamental purposes of education and for enhancing its values, and
    (b) knowledge of and experience with professional techniques, whether involved in instruction, evaluation, or the promoting of a better understanding of the pupil, and their proper use at different age levels, and
    (c) active experience, practice, or internship which will enable

him to deal realistically with educational content and process in his field of specialization.

14. seek to establish and maintain proper standards for admission to professional schools and departments of education, devise well-planned and effective programs of study, and make thorough evaluations of the outcome as revealed in the achievement and competencies of the students.
15. work cooperatively with public authorities and with other colleagues to maintain and improve the standards and processes of certification.
16. seek to extend professional knowledge by conducting research that will contribute to improved teaching and learning, and by formulating new principles, insights, and outlooks as well as better techniques and methods.
17. participate in such organized activities as are designed to promote the welfare of the profession and of society.
18. be devoted to preserving the legitimate area of freedom and autonomy that ought to characterize a profession in a free society and join with others in organizations devoted to defending that freedom.
19. work to achieve regularized procedures, including faculty consultation, for the selection and promotion of faculty members, for judging fitness to teach, for developing, interpreting, and maintaining tenure provisions, and for protecting academic freedom.

RESPONSIBILITIES TO THE CULTURAL HERITAGE AND THE WORLD OF SCHOLARSHIP

Inasmuch as our inherited traditions of thought and culture are confronted with profound changes in the physical and social environment, the college teacher of education has the responsibility to:

20. acquire a well-rounded general education in common with all other citizens and college teachers and continue to cultivate acquaintance with the social sciences, physical sciences, and humanities throughout his professional career.
21. maintain competence in his field of educational specialization and continued contact with the basic fields of knowledge upon which his professional specialty is based, from which it is derived, or to which it is related.
22. be competent in the appropriate research techniques and findings as well as with the methods of thought and canons of scholarship in his field of specialization.
23. recognize that the distinctive discipline of education does not necessarily conform to the traditional organization of other university disciplines but takes its form from the real world of experience within which he and his students and their pupils must live.
24. adhere to the accepted canons of accuracy and integrity in speaking, writing, and research, and in opposition to bias, misinformation, and misrepresentation.

RESPONSIBILITIES TO THE AMERICAN DEMOCRATIC SOCIETY

Inasmuch as the whole educational enterprise should serve the cause of developing free men in a free society, the college teacher of education has the obligation to:

25. be dedicated to the values of the American democratic tradition and to build them into (nourishing them in) the beliefs and conduct of his students.
26. make himself and his students competent to deal understandingly and effectively with all elements in the population in order to assist in providing an informal consensus in support of the many kinds of educational activities which individual and social well-being requires.
27. prepare his students to keep channels of communication with all members of the local community open and operating freely.
28. take an active role not only in local community affairs but also, as far as possible, in state, national, and international affairs.
29. affirm our tradition of freedom of religion and of the separation of church and state but recognize that this does not entail an anti-religious attitude.
30. interpret the controversial issues of social policy as they bear on the task of education in the true spirit of scholarship.
31. recognize the historic role of the public school in the life of American democratic society and actively seek the support and improvement of the public schools upon which the very future of a free society depends.

DISCUSSION OF "A STATEMENT OF PRINCIPLES FOR COLLEGE TEACHERS OF EDUCATION"

Summarizer: C. L. Palmer
University of Washington

Organized by Carl Nordly, University of Minnesota and presided over by William Hughes, Temple University a pre-convention session afforded an opportunity for discussion of the statement appearing in the title above. This statement,1/ prepared by the Executive Committee of the National Society of College Teachers of Education, deserves wide dissemination, thoughtful deliberation and effective implementation.

William Hughes opened the discussion by calling attention to the purpose of the statement and by quoting from its preamble. Stress was placed upon the four premises which provided a frame of reference for subsequent discussion.

"Responsibilities to Students"

Kenneth Miller, Florida State University led the discussion of this section. The advisability of allowing students to participate in planning the program of teacher education (item 2) was considered. While some dissented with this view, the consensus seemed to be that this was a wise procedure when the competence and maturity of the students warrant. The suggestion was made that "preparation" was a more appropriate word than "training". The term "indoctrination" (item 5) was commented upon and the term meant different things to different discussants. A request for clarification was made.

"Common Responsibilities with Colleagues on the Campus and in the Field"

J. H. Shaw, Syracuse University led discussion of this section of the report. The general feeling was that "close relationships" should be maintained with the community, children and youth, and recreation leaders as well as "teachers and other officials in schools" (item 8). Cooperation must be with all schools in the University and not just with "colleagues in the liberal arts and sciences and in other professional schools on the campus" (item 9). Some felt that mention of one's teaching responsibilities might be included in this section.

1/ See accompanying Statement.

"Responsibilities to the Educational Profession at Large"

G. L. Hermance, Rice Institute, served as discussion leader for this section. It struck some as unfortunate that the wording of item 12 appeared to place theory in opposition to practice as it did principles and procedures, content and method. Many expressed the view that college teachers should initiate, encourage and stimulate research as well as "conducting research" (item 16). The word "protecting" was suggested as a substitute for "defending" (item 18) the "area of freedom and autonomy that ought to characterize a profession". The addition of "salary" was thought proper for item 19.

"Responsibilities to the Cultural Heritage
the World of Scholarship"

Delbert Oberteuffer, Ohio State University, prefaced the discussion of this section by illustrating the need for and means of acquiring "a well-rounded education". The importance of broadening the students and assisting them in developing a taste for literature was expressed. It was pointed out that an acquaintance with the "biological sciences" was important and the suggestion was made that this aspect of education be added to the social sciences, physical and the humanities mentioned in the statement (item 20). Some felt that duplication exists between (1) the competence regarding appropriate research techniques and findings (item 22) and (2) adherence "to the accepted canons of accuracy and integrity in speaking, writing and research" (item 24). Others maintained that the two ideas deserved separateness and suggested minor editorial changes to clarify the sentences. One item (23) seemed to isolate education from "other university disciplines". It was urged that care be taken in order to prevent the misconception that disciplines other than education fail to take their "form from the real world of experience".

"Responsibilities to the American Democratic Society"

Charles Bucher, New York University, in leading this discussion expressed the view that this section should be accorded a more prominent place in the report. Stress was placed upon the importance of effective education and attention was called to the inequities and indequacies that exist in American education today. The idea was expressed that while a teacher may make himself competent, it is doubtful that the teacher can make the student competent. The teachers responsibility here involves assisting the student in making himself competent (item 26). The question of college teachers taking an active role in local, state, national and international affairs (especially politics) was raised (item 28). Mention was made of the Hatch Act and the feeling was that participation must, of necessity, conform to State University regulations. There was little comment upon the affirmation of "our tradition of freedom of religion and of the separation of Church and state" (item 29). But there was discussion about whether or not this does or "does not entail an anti-religious attitude" and the contention was made that the inclusion of such an item in the statement

might be indicative of an "anti-religious attitude". The item recognizing the historic role of the public school and seeking support and "improvement of the public school upon which the very future of a free society depends" (item 31) brought forth the question: "Are we going to eliminate the private school?"

Implementation Hints

J. W. Fredericks, University of Southern California, concluded the discussion period by offering hints for implementing the report. He suggested that:

1. Use be made of the hints implicit in the various sections of the report.
2. The items be adjusted to the needs, requirements and regulations of each educational group.
3. The statement be circularized and discussed in different locales and at various educational levels - including staff meetings, etc.
4. The material be used in consultations and cooperative efforts with state departments of education.
5. Organizations like the College Physical Education Association continue to discuss "Best Practices in Recruitment, Selection, Guidance, Placement and Follow-Up of Physical Education Teachers" as was done in the morning session.
6. Individuals and groups work through each of the items and sections of the statement for purposes of information, deliberation and improvement of College Teaching.

The statement was well received and the majority seemed to consider a useful and well prepared report. Some voiced the opinion that certain passages were too urgent and some thought certain sections should be rearranged. Several editorial suggestions were made aimed toward improving the clarity, comprehensiveness and effectiveness of the statement. These were recorded and sent to Carl Nordly who will present them to the proper committee of the National Society of College Teachers of Education.

The session was closed after Carl Nordly called attention to the 1955 meeting of the National Society of College Teachers of Education and briefly described the relationship of the AACTE and the Association. The areas of cooperation mentioned included:

1. the formulation of specific evaluation criteria
2. providing assistance to institutions applying for consultation
3. compliation of panel of possible evaluators
4. listing available personnel to serve on accrediting groups

PROFESSIONAL PREPARATION OF TEACHERS OF HEALTH AND PHYSICAL EDUCATION IN LIBERAL ARTS COLLEGES

Robert T. Kretchmar
Oberlin College

During the past thirty years we have witnessed a tremendous growth of professional curricula in health and physical education in the state universities and teachers colleges of this country. This has been a healthy development. Our profession has been able to reach greater numbers with better facilities and in some instances more highly trained staffs than were previously available. Today the bulk of the young people in our field receive their undergraduate preparation in state universities and teachers colleges. Yet while this growth has been taking place the liberal arts colleges have continued to educate a significant number in our area. In Ohio, for example, there are nineteen (19) colleges and universities offering major work in health and physical education. Of this number, nine (9) are liberal arts type colleges. In 1954, forty three percent of all those who were certified to teach in Ohio at the secondary school level or in special fields were graduates of private and denominational type colleges - which group is predominantly liberal arts colleges.

Perhaps in a few minutes I can attempt to give brief answers to two questions: (1) Wherein does professional preparation in liberal arts colleges differ from preparatory programs in state universities and teachers colleges, and (2) What are some of the problems which liberal arts colleges encounter as they continue to develop their professionsl curricula?

At first glance it would appear that the basic difference between the professional preparation programs in the liberal arts college on the one hand and the state universities and teachers colleges on the other is is the extent or scope of the major course offerings. Often this is the case. But this, however, is not the basic difference it seems to me. One can find liberal arts colleges whose major curricula course offerings are co-extensive with those of some state universities or teachers colleges. The basic and, perhaps, most consistent difference lies in the number of hours of course work required outside the major field - courses in what we might term general education. It is common in the liberal arts colleges to have one third or more of the total hours required for graduation prescribed in the areas of general education. At Oberlin College a total of 45 semester hours of the 124 hours required for graduation are prescribed in this area - about 36 percent of the program. It is at once apparent that this becomes a significant factor in any consideration of extending or increasing the scope of the major. Some liberal arts colleges

take additional measures to discourage extensive specialization in any one field. The faculty at Oberlin has adopted a policy that no more than 40 hours of work in any major area will count toward the graduation requirement of 124 hours. In 1949 when the State Department of Education in Ohio increased the number of hours required for special certification from 40 to 46, Oberlin and other liberal arts colleges had to reconsider their major curricula. At Oberlin we decided to make the 46 hour major available to those who were willing to pay the price-- six additional hours for graduation. We found few were interested. In fact, today we have no male students electing this curriculum. Instead our boys take a 34 hour major which makes them eligible for certication as secondary school teachers of health and physical education. I understand that one of our sister institutions in the State has had a similar experience in this area and now offers a 34 hour curriculum which is taken by practically all of their men majors.

A breakdown of our four year program at Oberlin shows the following:

I	General Education (liberal arts requirements)	45 hrs	36%
II	Professional Education (education & psychology courses)	18 hrs	14%
III	Health and Physical Education	34 hrs	27%
IV	Electives (minor subject)	30 hrs	23%

In looking at these figures another unique aspect to professional preparation in our area in liberal arts colleges becomes evident, namely, that more hours are required in general education than in the major curriculum.

In respect to developing our curricula we in liberal arts colleges face these questions: (1) What are the most essential competencies and knowledges which should be acquired at the undergraduate level recognizing that the liberal arts college can not provide all of the experiences desirable for the beginning teacher? In this respect the liberal arts colleges are forced to be more selective than either the state University or teachers colleges. We are in a sense hemmed in - we can not continue to add new courses. A corrolary of this question is: Which of these competencies and knowledges might be more effectively acquired at the graduate level? We recognize that the bulk of our students go on to graduate school. In fact, in a study made last June of our majors since 1920, revealed that approximately 90 percent of this group went on to graduate school. Of this group 50 percent went on to graduate school immediately after leaving Oberlin. This figure takes on new significance when it is realized that since 1941 few of our graduates have been able to go on immediately to graduate school before spending several years in the armed forces. A second question we face is: How can we improve the effectiveness of our programs without adding courses? Our improvement must come within a relatively fixed pattern. Reorganization and intensity rather than additional courses and extensity are the avenues open to us.

The continued development of graduate programs in health and

physical education, the increased number of our students who pursue graduate study, and the establishment of the Ed.D. degree in some graduate schools all suggest a possible reconsideration may be desirable of the degree of specialization necessary at the undergraduate level. Perhaps as our graduate programs develop further, we may adopt the point of view of medical and legal professions that the primary task of the undergraduate curriculum is to provide a broad, general education upon which a professional education may be built.

ASPECTS OF THE PROFESSIONAL PREPARATION OF PHYSICAL EDUCATION TEACHERS IN A STATE UNIVERSITY

R. J. Francis,
University of Wisconsin.

In order to avoid duplication of the earlier presentations, only the more unusual aspects of the Wisconsin program will be presented in the following.

1. Basic Concepts. The program has two basic concepts. First the staff believes that the personal qualifications of an effective teacher of physical education are as important as the professional qualifications. Secondly, the staff considers personal and professional competencies as the most desired ends to develop in the student. These desired competencies are known by the student early in his freshman year and are reiterated to him frequently throughout his professional preparation. Thus, he and the staff have common goals for him throughout his college life.

2. Selection and Recruitment. This phase of the program is important because it is necessary to have quality teaching potential to work with. Various means are used both on and off the campus to procure quality candidates. At the present time a recruitment bulletin is ready to go to press; and the shooting script for a recruitment film has been completed. This film will tell the story of the professional physical education student's life from his entry at the University until he is placed in actual teaching.

Transfer students from other departments are usually of high potential in that they are barred from entry into physical education unless their grade point average is a minimum of 2.5 (based on a 4 - point system).

3. Guidance - Counseling. An elaborate and intense guidance-counseling program has been in operation for nine years. All staff members share responsibilities in this phase of the program, and each is specially trained for such service. This service counts in the teaching load of each staff member.

Considerable data are collected on each freshman physical education enrollee prior to his entry into the University. Such sources as his (a) home school and community; (b) admission application; (c) high school transcript(s); and (d) scores on freshman week examinations are

studied and summarized before he plans his course of study for the first semester freshman year.

Data accumulate in a confidential record (about 25 pages of mimeographed form) from the time he applies for admission until he is many years "on the job as a teacher. Incidentally, each student is appraised each semester by a staff committee - and the student gets the results!

This aspect of the work is time consuming but it pays dividends. For example, discipline cases, poor professional attitudes or graduating seniors about whom there are reservations for recommendations are practically non-existent. Grade point averages are high.

4. Professional Skills. No credit is given for the acquisition of sheer skills of the profession; however the teaching methods and theory courses associated with skills are given credit toward graduation. This in no way minimizes the importance or "dignity" of skill work, because minimum levels of achievement in each of the forty or more different skill activities are established in writing and made available to the student early in the first semester of his freshman year. Students are excused from these activity classes when they can demonstrate at least the minimal skills established. Minimal skill levels must be mastered in each area as a prerequisite to graduation.

5. Orientation. A one credit course in Orientation to the Profession is offered in the first semester of the freshman year. Each aspect of the four-year course is covered. This involves lectures and/or demonstrations by all members of the physical education staff and by visiting lecturers from speech, English, natural science, social science, anatomy, physiology and education. Also teachers in service present aspects of professional work and a representative from the State Department of Public Instruction make presentations. These are some phases of the Orientation course.

6. Professionalization of Subject Matter not in Physical Education. Anatomy and physiology are taught in the Medical School by a physician who understands, through experience and association, the professional problems in physical education. He is anxious to receive suggestions from the physical education department on which way these courses should be "slanted". Considerable headway has been made in English, physics and chemistry by way of professionalizing the subject matter therein.

7. Medical Liaison. Special work (aspects of one course) is done by all students to prepare them to work effectively with medical personnel.

8. Student Teaching. The department is about ready to adopt the "block system" of student teaching. There is required work, for no credit, in a pre-student-teaching course. At the present time each student receives teaching experience in (a) class instruction, (b) coaching, (c) recreation leadership, and (d) the minor field(s).

9. Electives. Of the minimum 124 semester hours required for graduation, over 51 are elective. This permits the student great latitude in selecting some of the "great" courses on the campus to reinforce his general education and/or allows him to acquire a second teaching minor.

10. Course Outlines. Detailed outlines of each course offered in the department (including graduate courses) have been mimeographed and bound. A committee reviews these, periodically, to record changes, eliminate duplications, or to assure acceptable professional "coverage" by way of content.

11. Compatibility with Other Departments. The basic philosophy underlying the new certification standards (competencies) of the Wisconsin State Department of Public Instruction and that of the University's Department of Physical Education are in close accord. Also there is close agreement between this basic philosophy (strong broad, general education) of the Department of Physical Education and that of the University as expressed in a statement on the functions and purposes of the the University of Wisconsin.

In closing, it is pointed out again that the above eleven points are those which were not mentioned in the two previous presentations. And, too, they represent some aspects of work which have great bearing on the preparation of quality professional graduates of physical education in the University of Wisconsin.

AN UNDERGRADUATE CURRICULUM FOR PROFESSIONAL PREPARATION IN PHYSICAL EDUCATION IN A STATE TEACHERS COLLEGE

Donovan C. Moffett,
State University Teachers College
Cortland, New York

Mr. Chairman, and other curriculum-interested colleagues: May I first express my gratitude to your program committee for providing me with the opportunity to participate in this discussion on curriculum for professional preparation in physical education. I shall attempt to outline briefly the curriculum offered in this area at the State University Teachers College at Cortland, New York.

To avoid any misunderstanding, may I say at the outset that this paper is not an attempt to portray the total background of experience, events, and philosophy out of which our curriculum has evolved. Neither should it be construed as an attempt to establish this particular program, with or without modifications, as the best or ideal program. On the other hand, an attempt will be made to present our program as it is offered currently in our college, even though we are constantly undergoing revisions. Because it is a specific program in a particular college, it seems appropriate to provide at the outset a few concepts essential for an adequate understanding of the program.

At our particular college, the curriculum in physical education is held to be a medium in which students develop competencies necessary for citizenship in a democracy; to acquire skill in the science and art of teaching in general; and for teaching physical education in particular. Academic and social experiences are designed to promote intellectual growth as evidenced by ability to think critically and gain understanding and insight pertaining to significant problems.

Appropriate general education is planned to provide a breadth of knowledge and understanding necessary for effective living with one's self and with others, -- to develop an understanding of the important values in a democratic society, and to help students to become alert to their privileges and responsibilities as members of this society.

Inasmuch as ours is a teachers college located in the State of New York, we must conform to the certification requirements prescribed by the New York State Education Department. Furthermore, the program to be presented is strictly an undergraduate one, and accepts the concept reported by the Jackson Mills Conference on Undergraduate professional preparation, and I quote:

"It must remain for work experience and graduate study to produce the specialist" -- end of quote.

One other clarifying statement should be made. The curriculum presented is our program in physical education, not a combination major including health education or recreation education, or both.

For successful and satisfactory participation in such a curriculum, our staff suscribes to the thesis that careful selection of students for this program should be effected. We believe that only those students whose demonstrated capacities, levels of achievement, aptitudes, interests, and personal qualifications indicate a reasonable chance of success in the program should be selected for it. Therefore, admission is restricted to those students whose qualifications are evaluated by our staff as indicative of probable success in the program.

Generally, our curriculum approximates congruency with the Jackson Mills Committee Report on Undergraduate Professional Preparation. You will recall this report recommended that fifty percent of the work be in general education, seventeen percent be allocated for professional education courses, and the remaining thirty-three percent of the course offerings be reserved for technical courses. An analysis of our curriculum reveals the following breakdown:

Forty-seven percent in general education, twenty percent in professional education, and thirty-three percent in the technical and related areas.

During the freshman and sophomore years, our students spend fifty-five percent of their regular course work time in the general education area, and forty-five percent of their time in the professional and technical areas. In the junior and senior years, approximately thirty percent of the time is devoted to general education, and seventy percent to professional and technical courses.

Our general education course offerings for the four year program include twelve semester hours in English, three hours in speech, two hours in mathematics, four hours in music and art, twenty-eight hours in science, and twelve hours in social studies.

Professional work prior to the student teaching experience includes courses in introduction to teaching, child psychology, adolescent psychology, history and principles of education, organization and administration of the public schools, general methods, and health and physical education methods.

The student teaching experience itself is a nine-week session, one-half of one semester of the junior year, and is spent in a school in an off-campus community under the supervision of an experienced teacher. The student lives in the community, participates with his master teacher in curricular, extra-curricular, and community experiences. During his practice teaching period, the student lives in the community and is neither expected nor permitted to participate in college campus curricular or extra-curricular activities. Students are assigned for their practice teaching periods to centers where experiences in elementary and secondary level teaching are provided. Three or four supervisory visits are made by departmental staff members to each student teaching center during this nine-week period.

The student teaching experience is not a terminal experience, but an exploratory one. ---- A period designed to enable the student and staff to discover his weaknesses and strengths. Upon his return to the campus, pertinent problems recognized during the off-campus experiences are reviewed and solutions attempted in post-student teaching seminars. During the remaining semesters of his undergraduate study, the student is advised and supervised in a personal individualized program to improve his competencies in those areas where definite weaknesses are evidenced in terms of evaluations of the master teacher, the college supervisor of student teaching, and the student teacher himself. No letter mark is assessed for the eight hours of credit earned by the student in his practice teaching assignment. Rather, his record shows that he did, or did not, complete it satisfactorily. This practice seems to have resulted in greater frankness on the part of master teachers and students alike in preparation of evaluative records.

Technical courses of the curriculum include physiology of exercise, tests and measurements in physical education, the atypical child, the organization and administration of physical education and its concomitant athletic program, teaching and coaching of individual, dual and team sports. Sixteen semester hours of activities are required, including the areas of gymnastics, rhythms and the dance, aquatics, games of low organization, individual and dual sports, combatives (for men only), and team games. In the activity offerings not only is a prescribed level of skill required, but teaching methods for the various activities are emphasized.

Courses in personal and community health, safety and first aid, physical inspection, and mental and emotional health are also included as fields related to physical education. A course in community recreation is included, as well as one in camp leadership training. All physical education majors are required, during the summer immediately following the freshman year, to spend two weeks at the college camp on Raquette Lake. Under the supervision of the staff, an intensive program in camp leadership is offered during this two-week period. The program provides training and experience in camp administration, waterfront activities, nature study, overnight canoe trips, food services, water supply and other camp leadership and management porblems. A sequence of preparatory group meetings is conducted on the campus immediately preceding the camp experience.

Although not a part of the curriculum, per se, an actual follow-up of each graduate is made through the offices of our coordinator of field services during the first three years of the student's teaching experience. An attempt is made to determine strengths and weaknesses of our graduates from the respective administrators in whose school systems our teachers are employed. Opinions of our graduates are also solicited, through personal interviews. Their individually felt needs, including personal and professional inadequacies, and also their evaluations of our curricular offerings are collected. These opinions are catalogued and studied by the staff as data for consideration in course and curricular revision. We have found our follow-up program to be unusually productive as a source of proposals for curriculum improvement.

To provide adequate time for discussion, your committee has wisely limited each of our introductory presentations. Consequently,

only the basic framework of this one program has been indicated. If there are those of you who desire to comment or to raise questions, I should be pleased to attempt to clarify undescribed phases of our program, and especially would welcome the opportunity to share with you your knowledge and your thinking in this area.

Presented at annual Meetings,
College Physical Education Association
New York City
December 26-30, 1954

"COOPERATIVE EFFORTS LOOKING TO THE CONTROL OF OVEREMPHASIS OF INTERCOLLEGIATE ATHLETICS"

Presiding: Marshall Turner, Johns Hopkins University

Panel Members: Millard E. Gladfelter, Secretary of Commission on Institutions of Higher Education, Middle States Association of Colleges and Secondary Schools.

Carl A. Troester, Jr., Executive Secretary, American Association for Health, Physical Education and Recreation.

J. Shober Barr, Vice President-at-Large, National Collegiate Athletic Association.

Recorder: Edward J. Shea, Southern Illinois University

The National Collegiate Athletic Association together with the athletic conferences allied in its membership have greatly contributed to the maintenance of high athletic standards on the playing fields and to the recognition, acceptance, and observance of the basic rules of eligibility for participation in college athletics. These groups are constantly studying athletic conditions and have tended, through cooperative legislation, to bring practices more into line with educational purposes.

Legislative measures which have been cooperatively developed and accepted by the total membership of the N.C.A.A. and which are directly aimed toward controlling over-emphasis in sports have been those related to the organization's "Principles for the Conduct of Intercollegiate Athletics." Primary among such principles or statements of policy have been those concerned with Financial Aid to Athletics, and Recruitment of Athletes. Cooperation within the national organization and among its individual members and allied conferences has been evidenced through the work of the Committee on Infractions.

The A.A.H.P.E.R., from its earliest inception, has evidenced a concern for the administration of intercollegiate athletics. This concern has constantly resulted in efforts to improve administration primarily through the avenue of professional advancement of educational ideals. Such efforts have been manifested through the nature of its structural organization embracing the all-inclusive areas of physical education and athletics for men and women; through program meetings involving the discussion of mutual problems common to all groups related to the administration of athletics;

and through the publication of the Association's periodicals such as the Journal and Research Quarterly and other special bulletins. Noteworthy among such publications have been that which has been developed in cooperation with the National Association of High School Principals and has reflected the needs of the secondary school groups, and the most recent Handbook on Physical Education for High School Boys and Girls. Other cooperative efforts have included participation on the Join Committee on Athletics involving the National Collegiate Athletic Association, the A.A.H.P.E.R., and the College Physical Education Association; and the Men's Athletic Division embracing the three affiliated groups at the college level, i.e., the N.C.A.A., the N.A.I.A., and the C.P.E.A.

The collective and cooperative efforts of all professional educational organizations through professional membership improvement in solving mutual problems has constituted a positive approach in meeting existing athletic problems as contrasted with efforts at direct control through punitive legislation.

Any skepticism expressed toward the inclusion of a separate Athletic Division in the A.A.H.P.E.R., is contrary to the philosophy, now predominant, providing for measures for the provision of many related groups to work cooperatively in solving problems mutual to all. Any structural adjustment within the A.A.H.P.E.R. will represent an effort to provide benefits to the total membership.

The role of an accrediting association, composed of a membership of educational institutions joined for mutual encouragement and helpfulness, has been the improvement of educational programs and facilities and the broadening of educational opportunity. Their statements of principles applied in evaluating institutions has been influential in revising policies which govern the administration of all aspects of functioning in higher institutions, including intercollegiate athletics.

Cooperative efforts directed toward the control of overemphasis of athletics has been aptly demonstrated in the working relationships between the Middle States Association and the Eastern Collegiate Athletic Conference. These efforts have resulted in an exchange of information relative to the standards established by the Association for the evaluation of intercollegiate athletic programs. Such information has its foundation in five major premises in the evaluative criteria stated in the Association's Document Number 4.40. These are:

1. Purposes and Objectives: Statements of purposes of the program of intercollegiate athletics should be formulated with the cooperation and assistance of the faculty and administration. These statements should be consonant with the purposes of higher education and should stress the promotion of the interests and welfare of the student participants. Actual practice and conduct of programs should conform with the announced purposes.

2. Program: Policies which govern the administration of the athletic program should be the same as those which guide administration of all aspects of the institution with particular reference to requirements for admission, procedures for applying for admission, rate of progress toward completion of degree requirements, probation standards and dismissal procedures, class attendance, eligibility for participation, and the

granting of financial assistance in any form.

3. Organization: Responsibility and authority for the control of the program of athletics should be centered in the chief executive officer of the institution. This delegation of responsibility excludes extra-mural control. No discrepancies should exist between policies concerning appointment, tenure, rank, salary, and qualification of athletic coaches and the regular academic faculty.

4. Finance: Control of and accounting for the financial affairs of an institution should be the same for all departments and programs. The administration of loan funds, scholarships, grants-in-aid, and remunerative employment should be directed by one central committee independent of the athletic department.

5. Outcomes: Evidence is sought indicating that the athletic program contributes to the educational effectiveness of the institution as a whole.

The broad agreement of mutual assistance and exchange of information between the Middle States Association and the Eastern Collegiate Athletic Conference has resulted in the promotion of the best interests of higher education in the Middle States area. Similar agreements between accrediting associations and their memberships demonstrate to a high degree, cooperative efforts toward constructive control, maintenance, and development of the athletic programs whose administration aids institutions to meet their primary educational purposes.

CRITERIA FOR APPRAISAL OF INSTRUCTIONAL PROGRAMS OF PHYSICAL EDUCATION IN COLLEGES AND UNIVERSITIES

This check list synthesizes the recommendation made by the Washington Conference concerning principles underlying desirable policies and practices in instructional programs of physical education for college men and women. It is designed as a convenient tool for program appraisal to be used by administrative and faculty personnel in departments of physical education in appropriate institutions of higher education. In using it, this instrument, each item should be discussed fully and consensus reached concerning the extent to which the principle is operative within the departmental structure of policies and practices. No objective standards have been established for determining an over-all categorical rating for any department. The values accruing from the use of the checklist come from the subjective evaluation of departmental policies and practices as they relate to the instructional program.

Evaluative Criteria Com
Evaluative Criteria Committee

Charles C. Cowell, Chairman
Ellen Kelly
Thomas E. McDonough
Eleanor Metheny
Lloyd O. Russell
M. Gladys Scott
Willis Smith

To what extent are the following general principles operative within the departmental structure of policies and practices as they relate to the instructional program of physical education?

	Completely (5)	To a great degree (4)	To a moderate degree (3)	Very little (2)	Not at all (1)
PHILOSOPHY AND OBJECTIVES					
1. The educational philosophy of the department has been formulated in writing and is subscribed to whole-heartedly by the instructional staff					
2. The departmental philosophy is in harmony with the over-all educational philosophy of the college or university as stated in the appropriate publications of the institution					
3. The departmental philosophy is compatible with the principles set forth in the Report of the President's Commission on Higher Education as they relate to the education of college men and women					
4. The major objectives of the instructional program have been formulated in writing, and these specific objectives are compatible with the over-all educational philosophy of the department and the institution					
5. The major objectives of the instructional program cover the potential contributions of physical education in the areas of: a. Effective movement b. Skill in specific activities c. Physiological function d. Human relations e. Knowledge, insights, understandings					
ADMINISTRATION					
6. In the development and conduct of the programs of physical education the administrator is committed to action through a democratic process which include both faculty and students					
7. The department is guided by a sound philosophy of physical education. A concerted attempt is made to interpret a broad concept of physical education to faculty, students, administration and community. . .					

To what extent are the following general principles operative within the departmental structure of policies and practices as they relate to the instruction program of physical education?

	Completely (5)	To a great degree (4)	To a moderate degree (3)	Very little (2)	Not at all (1)
8. The administrator gives consideration to the problems of men and women in regard to policy, budget, use of facilities, equipment, scheduling of classes, intramural programs and makes provision for instruction in co-educational activities.					
9. The standards in the institution relating to staff qualifications, teaching load, size of classes, retirement, academic rank and salaries apply equally to staff members in the physical education department.					
10. The department promotes continuous in-service education to stimulate professional growth and improved service to students					
11. The basic instructional program is co-ordinated with other areas. (Intramural athletics, intercollegiate athletics, teacher education, etc.).					
12. The source of financial support for the physical education program is the same as that for all other instructional areas of the institution.					
13. Instruction in physical education, properly adapted, is required of all students throughout their undergraduate college careers.					
14. All entering students are given a thorough physical and medical examination by home or staff physician prior to participation in the physical education program. (Followed by periodic exams.).					
15. Exemption from participation in the physical education program for medical reasons is predicated upon the carefully co-ordinated judgment of the medical and physical education staff.					

To what extent are the following general principles operative within the departmental structure of policies and practices as they relate to the instructional program of physical education?

	Completely (5)	To a great degree (4)	To a moderate degree (3)	Very little (2)	Not at all (1)
ADMINISTRATION (Continued)					
16. Students are permitted to substitute freshman and varsity sports in season for the purpose of meeting their physical education requirement but return to class at the end of their sport season					
17. It is the policy of the department not to accept veteran experiences, military drill, R. O. T. C., band and other extracurricular participation for the required instructional program of physical education					
18. Credit and quality or grade point value is granted on the same basis as any other area in the educational program					
19. Facilities and equipment are adequate with respect to quality and quantity					
20. Guidance and counseling of students is an integral part of physical education program					
21. Adequate supervision is provided for teaching done by graduate students and teaching fellows					
22. Comprehensive and accessible records are maintained to indicate student accomplishments within the program					
23. The department of physical education conducts program of organized research					
PROGRAM					
24. The program provides instruction in activities for every student					

To what extent are the following general principles operative within the departmental structure of policies and practices as they relate to the instructional program of physical education?

PROGRAM (Continued)

	Completely (5)	To a great degree (4)	To a moderate degree (3)	Very little (2)	Not at all (1)
25. The program provides for orientation of each student with regard to purposes, policies, and opportunities in physical education. (This may be accomplished by orientation week programs, medical and health examinations, courses, group and individual conferences, handbooks, and printed material, and demonstrations.)					
26. The program offering are well rounded, including body mechanics, swimming, team games, rhythms, individual and dual activities, with basic requirements for each student being set up according to his needs					
27. The program provides specific counseling and guidance (planned and incidental, group and individual) on a very definite pattern with appropriate referrals to other campus agencies (student health, counseling bureau, etc.)					
28. The activities selected make full use of accessible community facilities					
29. The activities selected make full use of local geography and climate					
30. The program provides opportunities through co-educational classes for teaching men and women to develop skills and to enjoy together those activities which bring life long leisure time satisfactions					
31. The activities selected offer opportunities for creative expression and for the development of personal resources					
32. The program provides instruction for efficient body movement in physical education and daily living					

To what extent are the following general principles operative within the departmental structure of policies and practices as they relate to the instructional program of physical education?

	Completely (5)	To a great degree (4)	To a moderate degree (3)	Very little (2)	Not at all (1)
PROGRAM (Continued)					
33. The activities selected promote healthful functioning of organs and systems of the body within the limits of present physical conditions. . .					
34. Some of the activities selected encourage all students to develop relaxation skills and to understand their importance; and provide specific opportunities for relaxation and rest where such is indicated					
35. The physical education instruction program provides a means of introducing students to the activities of the intramural program, and encourages them to participate in it.					
36. The physical education instruction program introduces students, and encourages their participation in, the various recreational activities of the campus and community					
37. The physical education instruction program is integrated with other college programs and services concerned with health education.					
38. Teaching methods provide progressive learning experiences through which each student derives the satisfaction in achievement which is essential for continued participation after college					
EVALUATION					
39. The philosophy and objectives of a department are reviewed and re-evaluated periodically					
40. All the objectives, viz., skill, knowledge, attitudes, habits, etc., are included in a) the evaluation of the program b) the final rating (or grade) given a student. The objectives are weighted according to the emphasis given in each course					

To what extent are the following general principles operative within the departmental structure of policies and practices as they relate to the instructional program of physical education ?

EVALUATION (Continued)	Completely (5)	To a great degree (4)	To a moderate degree (3)	Very little (2)	Not at all (1)
41. Selection and use of evaluation techniques are cooperatively planned within the department					
42. Evaluative measures are selected in the light of probable psychological and physiological reactions and result in stimulation of faculty and student interest and enthusiasm					
43. Evaluation of student status and progress are determined at the beginning, during and at the termination of the course					
44. Evaluative procedures are used to determine strengths and weaknesses of individual students and class groups and lead to guidance and help for the individual student					
45. Evaluative procedures are employed to determine strengths and weaknesses of the program a) for the college student b) for post-college life.					
46. Evaluative measures are employed only if the results are to be used in some way.					
47. Objective measurement is used whenever possible					
48. If objective measurement is not possible, subjective judgment is used for purposes of appraisal.					
49. Teachers are familiar with the best available evaluation techniques and use research findings in so far as possible					
50. All students and faculty participating in a course participate in the evaluation of student accomplishments and learning, teaching effectiveness and course content					

This check list is based on:

THE PROCEEDINGS: WASHINGTON CONFERENCE ON PHYSICAL EDUCATION FOR COLLEGE MEN AND WOMEN

which is a report on the instructional program in physical education in colleges and universities.

Copies of this report may be ordered at per copy from The American Association for Health Physical Education and Recreation, 1201 Sixteenth Street, N.W., Washington 6, D. C.

EVALUATING STUDENTS IN ACTIVITIES OF THE PHYSICAL EDUCATION PROGRAM

Paul Hunsicker
University of Michigan

Evaluation is seldom a simple process and when human beings are involved the problem of appraising can become uncommonly difficult. Before proceeding with specific suggestions regarding evaluation in college physical education programs, the writer would like to advance the following basic concepts which are germane to the topic and cannot be ignored:

1. The college physical education program should be an extension of the elementary and high school programs.

2. Evaluation must always be considered in light of the basic philosophy underlying a program.

3. The student participating in a worthwhile course will be "changed" as a result of the educational experience.

4. The unique contribution of physical education is irrevocably bound to participation in some physical activity!

5. Participation in physical education can, and should be, carried on throughout life.

Now that some of the groundwork has been discussed it is possible to continue to the heart of the problem; namely, evaluating students. An examination of any of the standard texts in Tests and Measurements will disclose numerous measurement devices and test batteries designed for use in the evaluation process. The reader is told that tests can be used for motivation, classification, diagnosis, grading, gauging achievement, research and other purposes. It is not the intent of this discussion to belabor points which are adequately covered in other sources but to single out evaluation procedures which seem particularly pertinent to the college physical education program. It is therefore suggested that measurement devices be employed in the following areas:

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*/ This is a summary and should not be misconstrued as the complete verbal presentation delivered at the College Physical Education Association Convention in New York City, December, 1954.

1. Sports' skills

2. Sports' knowledge

3. Student's previous experience in physical education activities

4. Student's attitude toward participation in some physical education activity.

5. Physical fitness.

The preceding discussion raises a number of subjects which should prove to be fruitful channels for research. A few select problems might be:

1. Does improving the skill of a performer increase the probability that he will continue participation in later-life?

2. What are the reasons why adults participate in physical education activities? The corollary study would be concerned with the reasons why adults do not participate.

3. Which objectives are common elements in the philosophies underlying selected college physical education programs?

4. From the standpoint of increasing the possibility of later-life participation, it is better to expose the college student to a variety of activities or to allow him to develop competence in a single sport?

PHYSICAL EDUCATION DOWN UNDER

Earle F. Zeigler
The University of Western Ontario

The development of physical education "down under" in the past twenty or thirty years has been so significant that it can hardly be encompassed adequately in the space of a short article.[1] In this paper we will try to "hit the high spots" to bring American physical educators up-to-date on this most interesting phase of education on the island continent.

Let us look generally first at this smallest continent and largest island in our world. Lest we get the wrong perspective, it should be made clear that Australia is almost as large as the United States of America. Keep in mind that this island is isolated except towards the north. The proverb "out of sight-out of mind" definitely applies here. Australia is 9,537 nautical miles from London via the Suez Canal and 12,222 miles from Liverpool via Panama.

Where we in America had to reckon with the American Indians, the Australians faced the Australian aborigines with all their tribal customs and rites. These are the folks who developed the boomerang to a high degree. The number of aborigines has decreased to approximately 50,000, however, as this group has not been assimilated in the modern Australian culture and appears to be dying out.

From history we learn that Australia was first discovered in 1606 by the Dutchman Captain Jansz. A British Colony was founded in 1788 near Botany Bay. When we think of this in comparison with the development of the United States, we begin to get an idea of how far the Australians have come in a relatively short span of time. Sheep, cattle, and horses are the pillars of pastoral wealth; yet, we must understand that manufacturing and agriculture are concentrated in a relatively small portion of the total area.

At present there are almost eight million people in Australia, of which number the majority are Protestants with about a million and a half Catholics and 35,000 Jews. There are six federated states known as New South Wales, Victoria, Queensland, South Australia, Tasmania, and Western Australia. Add to this a sparsley populated Northern

1/ Gordon Young, Director of Physical Education for New South Wales, made available the large part of the material used in this article.

Territory and the Australian Capital Territory, where Canberra is located. Realizing that Sydney in New South Wales has a population of almost three million, Melbourne in Victoria has slightly over two million inhabitants, and Brisbane in Queensland has over one million citizens, gives us an idea of the concentration of population as determined by human geography.

Naturally indigenous factors have shaped the educational development of Australia, but the influence of England and the United States has been tremendous. British ways and traditions persist even yet, but the Australians seem to have been liberated from the inhibitions of the mother country and there is sharp evidence of the vehemence of youth. It is interesting to note that the growth of free compulsory education for all people parallels with some lag the development of the concept of free public education in our country.

The promotion and expansion of elementary education took precedence over secondary education. Lately technical studies have advanced greatly, as universities have perhaps been concerned with professional education rather than with the traditional liberal arts concept. In the 1930's the public school curriculum was revised to meet the unity of the functional curriculum concept. State Departments of Education set the patterns to be followed in each of the six federated States, but it is noteworthy that a Commonwealth Office of Education was formed in 1945 to offer advice and to act internationally.

One development which is quite different from ours is that the State Offices of Education have never delegated responsibilities to local boards. Free education is compulsory to the ages of fourteen or sixteen, depending on which State is described.

A committee was appointed to study the fitness of Australians in the early 1930's and Gordon Young, a Canadian graduate of Springfield in 1927, was named Director of Physical Education for New South Wales in 1936. Shortly thereafter, the Physical Education and National Fitness Branch of the Department of Education was established. Mr. Young was named an Executive Member in 1938. This Committee was called the Physical Fitness Council later and it became known subsequently as the National Fitness Council, when the Commonwealth passed the National Fitness Act of 1941. The Council has traditionally served in an advisory role and has played an important part in the expenditure of Commonwealth funds.

For practical purposes it can be said that the National Fitness effort was launched in 1939 with "the expressed intention of stimulating popular interest in physical fitness, particularly among young people". The plan was that State Governments would carry this movement forward as a popular campaign at the State level. State National Fitness Councils were formed and specialist training courses for physical educators were established in four universities.

The First Session of the Commonwealth Council for National

Fitness recommended that the Commonwealth Government provide grants to the states for the purpose of conducting an intensified program of physical education. Each State was expected to appoint a State Organizer and also to establish lectureships of physical education at those universities prepared to undertake a program, and that scholarships be made available for outside study at those universities which were not yet ready to begin. The balance of the 20,000 pounds was left in the hands of the Commonwealth Minister for Health for use in the Federal Territories and for other national purposes in connection with the National Fitness Campaign.

Following this beginning there was an extension of activity among voluntary youth organizations. For youth out of school, these groups became the main channel of contact and the various State National Fitness Councils affiliated the main voluntary youth organizations in each State as sub-committees.

At this point in the development the needs of youth in other areas aside from just physical fitness became apparent. The activities of the Associated Youth Committees became increasingly varied and a new domain for education began to emerge - that of Youth Service or Youth Education. It should be mentioned that this was necessary because it has been the policy in Australia to cut off the masses from higher education with very exacting high school courses of study geared to university entrance.

In 1946 Commonwealth Grants for this purpose were extended and increased. By 1947 all state Governments were lending active support to their State Councils with both direct grants and services. Administratively, control of this movement came gradually under State Departments of Education, except in Victoria where it remained under the State Minister for Health. With this increased collaboration between State National Fitness activity and Education Departments four trends were noticeable:

1. Physical education and physical recreation both in and out of the school are now recognized by most as an integral part of education.

2. A growing recognition that the education of the adolescent should be continued either through the schools or by agencies outside the schools. This education ultimately has become the responsibility of educational authorities. The field of Youth Education had arrived.

3. Many of the camps, hotels, and other facilities developed for youth by the National Fitness Councils are now operated cooperatively.

4. Youth work in the rural areas is being carried out by Education Department teachers on either a part-time or voluntary basis.

By 1952 State Councils were finding it impossible to increase financial aid because of inflation, although there are some cases of additional

grants. One new trend was noticeable - the encouragement of amateur sport for youth. In all States except Victoria, sports organizations became affiliated in the same way as voluntary youth organizations were earlier. Voluntary leaders for sports are now being trained. Facilities were opened for leadership training courses. At the Sports Forum of New South Wales in 1952 a number of resolutions were passed to implement more effecitve organization including training of leaders and extension of services and facilities. It was agreed that a non-Government coordinating body should be formed to fight for the common good of sport. This group desired better methods for selecting and financing Olympic and British Empire Game teams. They suggested the idea that a professional in one sport can remain amateur in other activities and even wished to allow teachers of physical education to be classified as amateurs. At the same time they asserted their position that school students must be protected from over-zealous promoters of organized sport.

To make the stand more practical, this Forum stressed the need for competent coaching and the development of sporting facilities for all ages in all sections of the Commonwealth in connection with school construction. Women were not forgotten either in these resolutions, as their groups were finding it increasingly difficult to compete with the men's associations in obtaining the use of available playing areas. We should recognize that the prevailing philosophy in Australia tends toward the promotion of vigorous sports activity for women, as opposed to certain trends in the United States.

In the matter of finance, demands were made that amateur sports should be subsidized from public funds through governmental grants. Special rates for equipment and transportation were suggested for athletes whether they were still in school or not. Present entertainment and sales taxes were challenged also.

An analysis of the achievements and trends may be summarized as follows:

1. Through State National Fitness Councils the attention of the people has been called to the importance of leisure time education for youth through physical recreation as well as in other recreational areas.

2. Through State Education Departments, modern methods of teaching physical education have been introduced including the introduction of physical education specialists as well as the training of thousands of non-specialist elementary teachers.

3. Through the universities hundreds of physical education specialists have been prepared.

4. School camping programs have been developed extensively in a country where climate and geography lend themselves admirably to this type of outdoor education.

5. Outdoor school facilities have been improved greatly because the climate allows most of the activity to take place in the open air.

6. Some research in physical education has been started at the universities.

7. School and University Health Centers are gradually developing, although the total concept of school health education, as we know it, is not yet present.

8. There are no university degree courses in the area of recreation education.

9. Training courses for voluntary and part-time leaders are firmly established.

10. The need to stimulate and aid amateur sport has been recognized and there is some action.

11. Physical Education is taking the lead in the development of a leisure philosophy for all Australians and is not limiting itself to school programs alone.

12. Because Australian history has not led to the strong development of local governments, a sort of socialized education has emerged which naturally sets the pattern for the development of physical education.

13. The service to Australian Youth Movement is now a full-fledged effort working towards a better Australia.

We, who are interested in athletic competition, can begin to understand why Australia has done so well in international competitions. Here is a country where the people have the time, energy, interest, facilities, and weather conditions to develop a philosophy of life that includes strenuous participation in sports such as swimming, tennis, and track and field. When greater numbers of the populace are playing games under competent coaching and leadership, champions are sure to emerge.

Add to this the increasingly sound organization of physical education both in and out of schools and the modern concept of service to youth. Here is truly a formula that will produce a greater Australia in the years that lie ahead!

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EFFECTS OF TRAINING AND CONDITIONING FOR MIDDLE DISTANCE SWIMMING UPON MEASURES OF CARDIOVASCULAR CONDITION, GENERAL PHYSICAL FITNESS, GROSS STRENGTH MOTOR FITNESS, AND STRENGTH OF INVOLVED MUSCLES

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Purpose

The major purpose of this investigation was to study the effects of training and conditioning for the 200-yard crawl stroke event upon the physical condition of non-varsity swimmers. The aspects of physical condition included in this research were limited to the following factors, with the tests selected as measures of the factors listed: (1) cardiovascular condition; Schneider Cardiovascular Test, (2) general physical fitness; Rogers Physical Fitness Index, (3) gross strength; Rogers Strength Index, (4) Motor Fitness; Navy Standard Physical Fitness Test, (5) strength of certain muscle groups primarily involved in swimming the crawl stroke; Cable-tension Tests, and (6) the strength decrements of these involved muscles; the Strength Decrement Index.

As a secondary purpose, the relationships between speed in swimming the 200-yard crawl stroke event and the various selected tests were studied. These relationships were considered in an effort to discover if the test items and/or test batteries were valid predictors of swimming ability either when the participants were in the unconditioned or in the conditioned state. The participants were considered in the unconditioned state at the first time trial; and in a conditioned state at the last time trial.

Procedure

Thirty male students enrolled at the University of Oregon volunteered as subject for this study. Selection was limited to those who could swim at least 200-yards using the crawl stroke. Students who had skill comparable to varsity swimmers and students who had previously conditioned for swimming at any time were not permitted to participate. One of the controls of this investigation was that the subjects would be of intermediate or average skill.

The total time required for this investigation was nine weeks. This time was divided into three parts: (1) the Pre-experimentation

Period, which consisted of three weeks, (2) the Experimentation Period, which consisted of the next five weeks, and (3) the Post-experimentation Period, which consisted of the last week of the study.

During the Pre-experimentation Period, two functions were performed: the selected tests were administered to the subjects; and preliminary swimming instruction and the opportunity for practice were provided.

During the Experimentation Period, which constituted the training and conditioning phase of this research, the subjects met three times each week for two training and conditioning workouts and one 200-yard crawl stroke time trail. The sessions were held every other day. The workout periods were each at least forty-five minutes in length. The time trials were held in a twenty-yard swimming pool and each subject swam his time trial alone in competition with his own time. The two workout sessions, preceding the time trials of each week, consisted of various combinations of pulling, kicking, starts, turns, calisthenics, wind sprints, long distance swimming, and pacing practice. These workouts were performed at each subject's maximum work tolerance level. The primary aim for these workouts was comparable to that for varsity training and conditioning.

During the Post-experimentation Period the same tests administered in the Pre-experimentation Period were again given.

Analysis

Comparison of means for significant differences by computation of the ratio of probability was utilized in analyzing the conditioning effects of the training and conditioning program upon non-varsity swimmers. For a significant difference at the .01 level of confidence, a t of 2.76 was required.

In further analysis of the data, product-moment coefficients of correlation and multiple coefficients of correlation were computed to determine if the relationships between swimming time and the measured variables were of sufficient magnitude to be useful for predictive purposes. These correlations were computed separately for the scores obtained during the Pre-experimentation Period, with time in the unconditioned state as the criterion, and for the scores obtained during the Post-experimentation Period, with time in the conditioned state as the criterion. For significance at the .05 and .01 levels, for thirty cases, an r must reach .361 and .463 respectively.

Improvement in Swimming Time

The mean decrease in time from the first to the last time trial was 23.7 seconds. The t for this difference was -7.65. This value as well as the t's for the differences between the first and second time trials (-4.86), the first and third time trials (-5.72), and the first and fourth time trials (-6.47) are statistically significant well beyond the .01 level of confidence. The improvement curve for those data showed an approximate straight-line rise through the third time trial. Between the third and fourth trials there was a slight deceleration followed by a steeper rise between the fourth and fifth trials.

Training and Conditioning Effects

The following results were obtained as a consequence of the five

weeks of training and conditioning in middle-distance swimming:

Test batteries. Significant improvements well beyond the .01 level of confidence were obtained for the following test batteries: Strength Index (t = 10.78), Navy Test (t = 10.43), and Physical Fitness Index (t = 9.52). The mean gain for the Schneider Test did not reach significance at the .05 level.

Test items of the Navy Test. All test items of the Navy Test showed significant improvement well beyond the .01 level of confidence as evidenced by the following t values: squat jumps (t = 8.75), pullups (t = 6.26), sit-ups (t = 4.64), squat thrusts (t = 4.62), and pushups (t = 4.51).

Test items of the Physical Fitness Index and McCloy's arm Strength. The following test items evidenced significant improvements well beyond the .01 level of confidence. Rogers arm strength (t = 11.69), back lift (t = 9.12), McCloy's arm strength (t = 5.02), leg lift (t = 4.12), and lung capacity (t = 3.72). The mean gain for grip strength did not reach significance at the .05 level.

Strength of the involved muscles. Significant improvements well beyond the .01 level of confidence were obtained for the following muscles involved in swimming the crawl stroke: knee extensors (t = 6.94), and shoulder extensors (t = 3.98). Shoulder flexors (t = 2.77) evidenced significant improvement at the .01 level; and hip extensors (t = 1.72) showed significant improvement at the .05 level when significance was tested in the positive direction only on the normal probability curve. No significant improvement in strength of the hip flexors or knee flexors resulted from this experiment.

Strength decrements of the involved muscles. No differences between mean Strength Decrement Indices at the first and last time trials were found that could be considered statistically significant. The highest t values obtained were 1.37 for shoulder extension and 1.33 for hip flexion.

Relationships of Swimming Time to the Test Items and Test Batteries

The following relationships were obtained at the beginning and end of the training and conditioning program for middle-distance swimming:

Relationships in the unconditioned state. None of the correlations obtained with swimming time was sufficiently high for predictive purposes when the participants were in the unconditioned state. However, several relationships were found to be statistically significant. These relationships with the amount of the correlations and their levels of confidence are as follows:

1. The .01 level and beyond: shoulder flexion strength (r = -.610), lung capacity (r = -.581), and McCloy's arm strength (r = -.499).

2. Nearly at .01 level: back lifting strength (r = -.433).

3. The .05 level: shoulder extension strength (r = -.393), and Rogers Strength Index (r = -.373).

4. Nearly at .05 level: grip strength (r = -.353), knee extension strength (r = -.304), and leg lifting strength (r = -.289).

In order to determine if combinations of experimental variables would provide relations high enough for predictive purposes, multiple correlations were computed between time on the first swim and those variables that correlated well with swimming time (nearly at the .05 level and above). The following multiple correlations were obtained: .601, with lung capacity and McCloy's arm strength; and .665, with lung capacity, McCloy's arm strength, and shoulder flexion strength. These coefficients, although significant well beyond the .01 level are not sufficiently high for the prediction of swimming time.

Relationships in the conditioned state. Although, again, no relationships of predictive values were obtained, several relationships were found to be statistically significant. These relationships and their levels of confidence were as follows:

1. Beyond the .01 level: lung capacity (r = -.592)

2. The .05 level: grip strength (r = -.400), and McCloy's arm strength (r = -.373)

3. Nearly at the .05 level: back lifting strength (r = -.352), Roger's Strength Index (r = -.351), leg lifting strength (r = -.349), and the mean strength decrement index (r = .319)

In order to determine if combinations of experimental variables would provide relations high enough for predictive purposes, a multiple correlation was computed between time on the last swim and those variables measured during the Post-experimentation period that had significant zero-order co-efficients at the .05 level or better (two correlations that nearly reached the .05 level were included).

The highest zero-order correlation with the criterion was -.592 with lung capacity as the experimental variable. This coefficient, although significant well beyond the .01 level of confidence, is again not sufficiently high for prediction of swimming time. With the addition of other variables, no further increase in the size of the multiple resulted.

TRAINING AND CONDITIONING EFFECTS

Test Batteries and Test Items	M_1	M_2	D
Physical Fitness Index	101.4	114.6	13.2
Strength Index	2929.5	3332.8	403.3
Navy Standard Test	49.0	57.0	8.0
Schneider Test	11.8	12.5	0.7
Leg Lift	1365.5	1515.7	150.2
Back Lift	426.3	544.5	118.2
Lung Capacity	311.0	320.0	9.0
Arm Strength	575.1	700.2	125.1
Grip Strength	120.3	120.5	0.2
McCloy's Arm (Pullups)	277.4	284.0	6.6
McCloy's Arm (Dips)	287.9	300.5	12.6
Squat Thrusts	27.1	29.7	2.6
Situps	70.6	106.5	35.9
Pushups	24.5	28.6	4.1
Squat Jumps	38.4	49.1	10.7
Pullups	6.5	8.0	1.5
Shoulder Flexion	127.5	137.1	9.6
Shoulder Extension	121.8	133.0	11.2
Hip Flexion	125.4	129.2	3.8
Hip Extension	148.8	164.4	15.6
Knee Flexion	130.9	134.6	3.7
Knee Extension	199.2	238.1	38.9

Preliminary Time Trial	3:42.6
First Time Trial	3:42.3
Second Time Trial	3:30.0
Third Time Trial	3:24.0
Fourth Time Trial	3:22.2
Fifth Time Trial	3:18.6

ABSTRACT: A CRITICAL EVALUATION OF THE POLICIES GOVERNING AMERICAN INTERCOLLEGIATE ATHLETICS

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Significance of the Study

This study, by evaluating the policies of intercollegiate athletics, determines whether or not a prominent and important factor which is responsible for the administration of the intercollegiate athletic program is guided by sound educational purposes.

Many of the statements of principles bring rather generally accepted ideas into a new aggregate and represents an effort to interpret intercollegiate athletic administration as it should exist in order to contribute to the accepted purposes of higher education. The development and validation of principles which are expressed in terms of what is good educationally for the participant represents a new approach to the formulation of a basis for developing policies. The individual becomes the focal point of attention and is represented in the principles as the product of education. Policies, in contrast to principles, are directly related to the process that is used in gaining results.

While it may be true that the policies which have their foundation in educational principles developed in this study may be similar to many of the policies now in existence, it nevertheless is also true that present policies need to be related to and interpreted in positive educational terms rather than in the negative, technical, and legalistic expressions now employed.

The study is a timely one in view of the many recent expressions from numerous professional educational groups for the urgent need of a careful re-examination and re-appraisal of the policies governing intercollegiate athletics, of the objectives of college sports, and for the reformation of athletic criteria to better judge the educational worth of intercollegiate athletic programs.

This study fulfills all these needs.

This study critically evaluates twenty four representative athletic policies from educational professional groups, the athletic conferences allied with the National Collegiate Athletic Association, and the Eastern Collegiate Athletic Conference.

The entire approach toward evaluating the athletic policies has been conditioned by the assumption that intercollegiate athletics have a

legitimate place in the educational program of higher education; that if properly conducted under competent educational leadership and functioning within a framework of planned educational outcomes for the participant, they can be used to yield values which contribute directly in aiding the institution to meet its primary educational purposes.

The evaluation involves the acquirement of statements of purposes of higher education and intercollegiate athletics, the execution of a logical analysis of relationships between such purposes, the derivation of educational criteria from the concepts which result from the analysis, and the application of the criteria to the policies to reveal their educational intent and worth. The entire process contributes to the development of statements of principles which provide guidance in the formation of policies whose purposes are compatible with the purposes of higher education.

The nature of the evaluative criteria and the statements of principles are related to general directives of conduct which reflect the deep lying general motions that make up the intellectualized value elements of the culture of a democratic society and become the basis for the development of moral principles and ideals.

The validation for the establishment of varying degrees of correlation between purposes and for the statements of principles which evolved from the evaluative process, is claimed in the evidence presented by authoritative opinion and judgment meeting in consistent agreement and expressed in instances of the highest degree of relationships. Substantiation for findings is secured from recognized authorities in physical education and athletics, the commissioners of athletic conferences, committee members of the educational professional groups, and the chief executive officers of institutions of higher learning.

Three classifications of athletic policies satisfactorily meet all educational criteria. These are: Institutional Control and Responsibility (which embraces the policy on Departmental Status - Financial Control), upon which the effective realization of all other policies depend; Status and Qualifications of Athletic Personnel, which provides for a type of educational leadership whose influence directly aids the student in the development of values related to all areas of educational concern; and Amateurism, whose position of validity in the cultural, democratic nature of modern day American society required evaluation under conflicting evidence.

The policies to which the criteria do not apply are Scouting, Cooperation with Athletic and Educational Organizations, and Participation For All Students.

Varying degrees of interpretation of policies evidenced by the detailed rules and regulations of athletic conferences results in the negative application of the criteria toward certain aspects of the policies related to Recruitment of Athletes, Financial Aid - Subsidization, Freshmen Participation, Limitation of Participation - Years of Competition, and Post-Season Contests.

Common to all such policies has been the failure to meet the criteria related to Moral and Emotional Values.

The aspect of these policies which provide values contrary to those indicated in the criteria pertaining to moral worth permit the development and recognition of false values by the student and the distortion of the student's mind regarding the primary purpose of the institution.

Motivating forces behind the behavior pattern of the participant in the athletic program directed by false concepts and values become inconsistent with ethical and moral conduct necessary for the maintenance and preservation of the democratic way of life. Values are thus presented to the student which are incompatible with the best purposes of higher education.

Failure to meet the criteria related to emotional worth was indicated in instances in which the above policies permit the participant to function in a direct position where the element of over-emphasis on physical ability becomes of primary importance and in an environment where such practices would likely be accompanied by the presence of pressures exerted from within the game itself and from outside sources. Conditions of over-emphasis and pressures that are exerted to provide winning teams are not considered conducive toward directing human behavior toward the attainment of a balanced social and personal adjustment which leads to emotional maturity and personal stability.

Interpretations of the policy on Limit of Participation - Years of Competition which permit adjustments in academic curricula in order to extend periods of competition, or which permit students of graduate status to continue participation on the undergraduate level, failed to satisfy the educational criteria related to Social values. The influence of such practices, among others, tends to develop habits of social activity which violate the principles of democratic living and which fail to provide an insight into the true meaning and operation of democracy. Such practices are also related to the development of unsocially desirable standards of conduct which fail to harmonize with life in a democratic society.

The athletic policies which satisfactorily meet the educational criteria related to Intellectual, Physical, Social, Moral and Emotional values are presented in relation to the principles derived from the evaluative process.

Principle One: Intellectual

Participation in intercollegiate athletics should permit the application of the skills of critical and constructive thinking in recognizing issues and making choices within a framework of social and moral standards.

> Discrimination among values: Direction should be established which permit opportunities for the participant to discriminately weigh and select values pertaining to sportsmanship, fair play, loyalty, honesty, and related virtues.

The athletic policy which meets the intellectual criteria favorably and therefore possesses intellectual value is, Standards of Conduct ----- Sportsmanship.

Principle Two: Physical

Participation in intercollegiate athletics should permit the realization of the physiological and psychological principles of personal and

social health and the translation of this knowledge into a program of action designed to improve the quality of living.

Physical efficiency and organic development: Situations under which competitive sports function should be regulated so that the individual participant may gain optimum values in terms of bodily strength, endurance, physiological functioning, and other characterisitics that contribute toward maximum physical efficiency and organic development and its maintenance; regulations will also prevent the existence of conditions which lead to fatigue and bodily injury.

Psychological adjustment and understanding: Situations under which competitive sports function should be regulated so that the individual participant may secure an optimum state of psychological readiness and satisfaction conducive to wholesome participation. Conditions of competition against others should be equalized to permit the individual to more equitably test his skill and knowledge against his peers thus providing access to a means of self-appraisal. Such a process allows the individual to gain a more complete understanding of himself and the nature of his fellow men.

Health attitudes, interests and appreciations: Conditions should be provided and situations directed toward encouraging the development of favorable attitudes, interests and appreciations in health as related to the development and maintenance of optimum biological functioning and other significant factors which influence physical health.

The athletic policies which meet the physical criteria favorably and therefore possess physical value are; Health of Participants, Limitation of Sports Seasons and Practice Periods - Control of the Number and Frequency of Contests, Scheduling of Contests, Non-Collegiate Competition - Outside Participation, Residence Requirement and Transfer - Freshmen Participation.

Principle Three: Social

Participation in intercollegiate athletics should permit the acquirement of a sound conception of human values which issue out of the understanding and acceptance of others, particularly those unlike oneself.

Compliance to standards involving human considerations: Direction should be provided which enables participants to acquire a better and more complete understanding of his fellow men by requiring compliance to standards involving respect for the rights of others, for human personality, for human dignity, and for group welfare.

Principle Four: Social

Participation in intercollegiate athletics should encourage the development of habits of social action which demand the application of the principles of democratic living and provide an insight into the meaning and operation of democracy.

> Qualities of Democratic Citizenship: Conditions should be provided for the control and guidance of human action and interaction so as to cultivate the traits that make for good citizenship, which foster the group concept, and which permit adjustment to the cross-currents of other personalities.

Principle Five: Social

Participation in intercollegiate athletics should be directed toward the development of socially desirable standards of conduct which harmonize with life in a democratic society. It should permit the attainment of a balanced social adjustment to be secured through consistent application of effort directed toward meeting desirable standards of conduct within the freedoms of inter-action in a democratic society.

> Adherence to desirable standards of social conduct: Conditions should be provided which require the recognition, acceptance, and demonstration of such qualities as self-discipline, adherence to accepted rules, respect for others, their rights and privileges, concern for the welfare of others, awareness of their support, and the importance of group morale.
>
> Social attitudes: A direction should be established which concerns itself with the cultivation of attitudes of social responsibility, of cooperation and coordination through group interaction that contribute to democratic processes.

The athletic policies which meet the social criteria favorably and therefore possess social value are; Standards of Conduct - Sportsmanship, Special Privileges, and Admission Standards.

Principle Six - Moral

Participation in intercollegiate athletics should serve as a means of aiding the student to define, organize, and clarify a system of values which are in harmony with a code of ethics consistent with democratic principles and which helps him to establish a direction for personal and societal behavior.

Principle Seven: Moral

Participation in intercollegiate athletics should serve as a laboratory experience for the application of the ethical principles which guide democratic action and for acquiring the great lessons of social and moral living.

> The control and direction of human behavior toward democratic ends: A direction should be established which guides the formation of regulations which control behavior exhibited in a tremendously accelerated and highly emotionalized atmosphere and directs the action toward meeting standards of conduct expressed toward democratic ends.

The athletic policies which meet the moral criteria favorably and therefore possess moral value are; Recruitment of Athletes, Financial Aid, Admission Standards, Academic Requirements, Residence Requirement and Transfer - Freshmen Participation, Limit of Participation - Years of Competition, Non-Collegiate Competition - Outside Participation, Location of Contests - Facilities, Relations with Secondary Schools, Public Relations - External Relationships, Statements of Purposes of Intercollegiate Athletics, and Standards of Conduct - Sportsmanship.

Principle Eight: Emotional

Participation in intercollegiate athletics should provide guidance and practice in the achievement of a balanced personal and emotional adjustment and direct behavior toward socially and morally accepted ends.

> The direction of emotional expressions into socially accepted patterns: Conditions should be established which enable the participants to master the element of emotional control by curbing emotional expressions through compulsory adherence to standards of ethical behavior and directed into channels of socially accepted patterns.
>
> The elimination of strains and tensions which accompany over-emphasis: Situations in athletics within which the student functions should be regulated and controlled so as to prevent the existence of a condition of over-emphasis, thus eliminating the strains and tensions which accompany pressures exerted from the elements involved within the game and others which may exist from outside sources.

Principle Nine: Emotional

Participation in intercollegiate athletics should provide a source of physical and mental health which leads to the development of emotional maturity and personal stability.

Personal satisfaction derived from skillful participation: Conditions should be regulated so as to provide the opportunity for participants to secure expression in physical activity commensurate with his potentialities and which yield personal satisfaction and an outlet for his emotions.

The athletic policies which meet the emotional criteria favorably and therefore possess emotional value are; Limitation of Sports Seasons and Practice Periods, Control of the Number and Frequency of Contests, Scheduling of Contests, Location of Contests - Facilities, Health of Participants, Recruitment of Athletes, Limit of Participation - Years of Competition, Academic Requirements, Residence Requirement and Transfer - Freshmen Participation, Financial Aid, Non-Collegiate Competition - Outside Participation, Relations with Secondary Schools, Public Relations - External Relationships, and Standards of Conduct - Sportsmanship.

An over-view of the results of the study permits the presentation of several statements of a generalized nature related to findings. These are:

1. The purposes of intercollegiate athletics, when shown to be clearly educational, contribute to the purposes of higher education.
2. The policies which administer the program of intercollegiate athletics should be the same as, or similar to, those policies which guide other activities of an institution of higher learning. If administration is to be considered as a means of aiding an institution to meet its primary purposes, and if there is present a clear concept of such purposes, the institution will be consistent in its application of policies which guide its administration in all areas concerned with the educative process. This similarity between the policies of intercollegiate athletics and other educational activities is especially prevalent in the areas of statements of purposes, institutional control and responsibility, departmental status and control, status and qualifications of teaching personnel, admission standards, academic requirements, recruitment of students, financial aid to students, relations with secondary schools, public relations and external relationships, standards of conduct, and health of students.
3. The reasons for the existence of undesirable practices in the administration of the intercollegiate athletic program would seem to stem from the lack of consistent enforcement of sound general institutional policies.
4. It is possible to provide educational direction for the conduct of intercollegiate athletics which, if adhered to, will bring the policies which govern the activities into line with the purposes of higher education.
5. Varying degrees of interpretation of policies created by the detailed rules and regulations of athletic conferences indicate that it is possible to embrace statements of policies which positively meet all educational criteria and yet to formulate rules and regulations which involve interpretations and permit practices which are inconsistent with the educational intent of the policies.

This inconsistent and independent relationship between policies and rules and regulations would seem to stem from the process whereby policies are formulated on the basis of a number of isolated decisions in a number of similar cases with a neglect to factors which transcend the particular cases dealt with and the institutional fram within which the policies are formulated. Policy making thus becomes socially blind. This practice, as evidence within the expressions of athletic conferences, is often the source of complaint that policies should not only be formulated in terms of the cases at hand and the institutional structure involved, but also in light of broadly stated educational principles which reflect the value elements of the culture of modern American society.

ANIMATIC PROJECTION AS A KINESIOLOGICAL RESEARCH TOOL

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In order that cinematography can supply the excellent avenue of research that it should, it is essential that new and different means of filming movement and projecting the results be developed. On of the essentials in studying human movement is to be able to stop the action when desired and to study the relationships of the parts to each other, for".... only by means of the picture which can be 'frozen' for unlimited study can the details be accurately related."[1]

Purpose of the paper. The intent of this paper is to describe the Animatic Projector[2] and to stress its peculiarities which make it a valuable instrument for studying human environment. No attempt was made to describe the precautions involved in cinematography in order to avoid errors or to outline the various conditions under which action pictures should be made. One of the best references to the principles and techniques involved was written by Cureton,[3] and these statements still have meaning for one who wishes to do cinematographic research.

The projector. The Animatic Projector has been developed specifically for the purpose of studying "frozen" shots and single frame continuity without the slur or the flicker of the movie projector and has been an aid in kinesiological research where it is desirable to stop the movement or to view single frames at a slow rate of speed. This machine is constructed to project 16 millimeter film and has a blower type fan which allows one frame to be viewed for an unlimited time. An automatic mechanism for controlling the speed of film movement will allow the frames to be projected at a rate of from one each half second to one every three seconds. A remote control operated by a micro switch allows the operator to change the particular frame that is being

1/American Association for Health, Physical Education and Recreation, Research Methods Applied to Health, Physical Education and Recreation (Washington D. C., American Association for Health, Physical Education and Recreation, 1949) p. 204.

2/No commercial motive is intended and the material is submitted for the interest of the profession only.

3/T.K. Cureton, "Elementary Principles and Techniques of Cinematographic Analysis as Aids in Athletic Research," Research Quarterly, 10:3-24, 1939.

viewed as he so desires. The projector can, therefore, be operated automatically or by remote control at a maximum speed of one frame each quarter second.

There is no need for a shutter within the projector as the eye cannot see the slur of the pull down of the individual frame because of the speed at which the film is moved when the individual picture is changed. This means that there is no "blackout" between frames when viewing individual pictures at a slow rate of speed. This is valuable to a person who desires to concentrate on the particular movement under study as he will not be bothered by flickering of light and dark. Viewing of a new frame each quarter second by remote control enables one to get a movement pattern without blurring. The spring activator which pulls the frame down also acts as a lock to hold each frame in the same position so that tracing and measurements from one frame to another can be accurate.

Use of the projector. The analysis of different movements related to sports activities can easily be made through the use of this particular type of "stop projection." Relationships of segmental movement to trunk action and stability can be comprehended when individual pictures are framed for close inspection. It is possible to make joint measurements and tracing as well as to time movements, subject to the usual check for error. The tracings can be drawn upon a vertical or angled screen depending upon the placement of the projector.

A simple technique in enabling the researcher to secure certain kinds of data is to place a grid screen behind the person who is being studied. This backdrop is usually painted or drawn upon paper or canvas and is so constructed that it is large enough to encompass the total movement. If the camera is stabilized by a tripod, and the grid is secure, then the subject becomes the only moving object. By using the squares of the backdrop, the joint angles, as well as the movement of specific points, can easily be identified. Studies of track starts and tennis serves have been made by the author and lend themselves readily to this technique. A device may be secured to the camera which will place the grid in the picture that is taken. No standard attachment of this kind is known, but the principle is understood, and the device can be constructed. Lines may also be drawn on the screen on which the picture is to be projected.

The projector lends itself readily to use by the investigator because of its compactness of construction, simplicity of operation, and its flexibility of focus to different sized images. It can be focused on a small paper for tracing or on a large screen for study of life-sized individuals. Frequently the latter enables the researcher to get a clearer concept of the correct movements. Adaptations can be made which allow the use of any sized reel. This has meaning when single frames within a film are to be studied and splicing is undesirable.

Conclusions. Although it is frequently desirable to view a film at normal or slow motion, speed for purpose of analysis, it is also highly desirable to inspect the individual frames for a period of time or to see them in controlled animated sequence. The projector being considered here has many advantages which make it a useful tool for film analysis.

A STUDY OF SELECTED NON-MEDICAL FACTORS PURPORTEDLY RELATED TO LONGEVITY AND MORBIDITY OF MALE ATHLETES AND NON-ATHLETES AT UNIVERSITY OF CALIFORNIA, LOS ANGELES

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Introduction. This study presents selected aspects of the UCLA data of the National Study of Longevity of Athletes in Colleges and Universities.[1/] A complete statistical analysis is being made of all UCLA data bearing on this project, the results of which will be presented in the future. The writer is assisted by Norman Duncan, Coordinator of Physical Education for men, University of California, Los Angeles.

The Problem. It is the purpose of this study to make some logical comparisons between samples of athletes and non-athletes graduating at UCLA during or prior to the year 1937.

Delimitation. The study is delimited to scrutiny of the following data:

1. Body weight at graduation from college.
2. Body weight at present.
3. Increase or decrease in body weight.
4. The graduates opinion of present health.
5. Marital status.
6. Athletic and general sports history.
7. Military service.
8. Economic status.
9. Smoking and drinking habits.
10. The graduate's opinion relative to the benefits of participating in athletics.

1/ National Study of Longevity and Morbidity of Athletes in Colleges and Universities. Sponsored by Phi Epsilon Kappa, National Professional Physical Education Fraternity and Colleges and Universities throughout the United States. Chairman of the National Study is Grover W. Mueller.

Procedure. Questionnaire returns were studied from 1950 athletes who had earned two or more letters in sports; from 80 athletes who had earned one letter in sports; and, from 150 non-athletes. Comparisons were made among the three categories of graduates on the ten variables listed above. The findings are presented and such tentative conclusions are drawn as seem warranted from a study of the findings.

The findings.

1. Chronological Age. The mean age of two or more letter athletes is at present 43 years; of one letter athletes 44 years; and of non-athletes 44 years.

2. Body Weight at Graduation. Mean body weight in pounds for two or more letter athletes is 167; one letter athletes is 163; non-athletes is 153.

3. Body Weight at Present. Mean weight of two or more letter athletes is 189; one letter athletes is 181; non-athletes is 168.

4. Mean gain in Body Weight. Mean gain in body weight between graduation and at present of two or more letter athletes is 23 pounds; of one letter athletes is 18 pounds; non-athletes is 15 pounds.

5. Present General Condition of Health. The two letter athletes judged present condition of health as follows: 1% excellent, 90% good, 9% fair. Two had met accidental death.
One letter athletes judged present health condition 3% excellent; 90% good; 7% fair.
Non-athletes rated health condition 1% excellent, 95% good; 4% fair.
In no instance did a graduate rate his health as poor.

6. Marriage status. The marital status of two or more letter athletes was established at 95% married, 5% single; that of one letter athletes 95% married; 5% single; and, for non-athletes 91% married and 9% single.

7. Athletic and General Sports History. The athletic record of two or more letter athletes shows 91% participation in high school, 100% in college, 46% in amateur, other than school, sports and 18% in professional athletics.
The athletic history of one letter athletes shows 93% participation in high school, 100% in college, 44% in amateur sports and 6% in professional sports.
The sports history of non-athletes 70% participation in high school; 45% in college, 37% in some form of amateur sports and only 1% in professional athletics.

8. Military Service. Sixty-one percent of the two or more letter athletes had experienced military service. The breakdown was Army 19%, Air Force 27%, Navy 18%, ROTC 2%, Coast Guard and others 4%, Thirty-nine percent had had no military service.

Sixty-five percent of one letter athletes had experienced military service. The breakdown was Army 26%, Air Force 9%, Navy 14%, Coast Guard and others 16%. Thirty-five percent had had no military service. Forty-eight percent of the non-athletes had experienced military service. The breakdown was as follows: Army 23%, Air Force 8%, Navy 9%, ROTC 1%. Fifty-two percent had had no military experience.

9. Economic Status. Before and during college 90% of two or more letter athletes reported economic status to be satisfactory, 10% unsatisfactory. After college years 100% reported economic status to be satisfactory.
The one letter athletes reported economic status before and during college to be 86% staisfactory, 14% unsatisfactory.
Non-athletes reported economic status before and during college to be 89% satisfactory, 11% unsatisfactory. After college years 98% report satisfactory, 2% unsatisfactory.

10. Drinking Habits. The drinking habits of two letter athletes show 87% drink moderately, none excessively and that 13% never drink. Likewise, the drinking habits of one letter athletes show that 88% drink moderately, none excessively and that 12% never drink. Non-athletes report 86% drink moderately, 14% never drink and that none drink excessively.

11. Smoking habits. The smoking habits of two or more letter athletes was cigarettes 42%, cigars 10%, pipe 7%, chewing 1%, 40% did not smoke. Similarily the smoking habits of one letter athletes was cigarettes 40%, cigars 12%, pipe 6%, chewing 1%, 41% did not smoke.
The smoking habits of non-athletes show that 37% smoke cigarettes, 9% cigars, 11% pipe, 3% chew and that 40% do not smoke.
The average amount of cigarettes smoked each day is slightly over one package. Pipe and cigar smokers report that they smoke moderately.

Is Athletic Participation Beneficial. According to the two or more letter athletes, participation in athletics is beneficial 98%, harmful 1%, has no effect 1%. One letter athletics rate participation beneficial 90%, harmful 4%, has no effect 6%. Similarly non-athletes rate participation in athletics beneficial 90%, harmful 6%, has no effect 7%.

Conclusions. 1. A study of the findings reveals a close similarity between the athletes and non-athletes studied on a majority of the variables upon which comparisons were made. It would appear doubtful that significant differences exist in chronological age; present general health condition; marital status; economic status; drinking and smoking habits and in the benefits to be derived from participation in athletics.

2. It would appear that there are significant differences in body weight. The athletes studied were heavier and tended to gain more weight over the years than the non-athletes.

3. Rather striking differences occur in athletic and general sports participation. As might be expected athletes show a more extensive history of participation.

It is surprising to note, however, that the so-called non-athletes studied show considerable activity background. It may be that the earning of letters and athletic competence are not entirely synonymous.

4. A rather interesting difference appears in military service. A much larger percentage of athletes experienced military service than did non-athletes.

Note: These data and additional aspects of the questionnaire relative to medical history and morbidity are being further analyzed and tested for statistical significance. Results will be available in the near future.

THE PROFESSIONAL STATUS OF HEAD COACHES OF ATHLETICS IN COLLEGES AND UNIVERSITIES

Richard C. Havel

Purpose

It was the purpose of this investigation to determine as accurately as possible the professional status of head coaches of athletics in colleges and universities.1/ The study was divided into four major areas dealing with academic background and experience, conditions of employment, duties and responsibilities and salaries.

Limitations

First, the problem concerned itself only with male head coaches actively engaged in the instruction of college varsity teams. Second, the fourteen sports covered are those which are endorsed by the National Collegiate Athletic Association and over which this organization exercises certain controls.2/ Third, coaches of four year colleges listed in the NCAA Yearbook of 1949 were surveyed with minor exceptions. The survey included coaches of 264 member institutions, and at least one response was received from every college represented. Finally, research was limited to the investigation of professional factors related to the problem.

Procedures

A 24-item printed questionnaire was developed and presented to respondents in a four page folder, which included a letter of transmittal on the front leaf. Coaches were assured that the information they provided would be kept confidential, and that names of individuals or names of institutions would not be divulged. Sixteen hundred seventy-two questionnaires were mailed in the initial wave on January 15, 1951. On February 15, 1951, a follow-up of 525 questionnaires was sent to those persons who had not responded.

Findings are based on an actual return of 1,093 questionnaires, representing a 65% response. Information received on each item in the questionnaire was tabulated according to the sport coached, and the results were computed in percentage form. The material presented on the following pages represents a complete summary of the results of the questionnaire mailed to coaches.

1/ Richard C. Havel, The Professional Status of Head Coaches of Athletics in Colleges and Universities, Unpublished Doctor's dissertation. New York: Teachers College, Colombia University, Dec. 1951, p. 178.

2/ The sports used were: baseball, basketball, boxing, fencing, football, golf, gymnastics, ice hockey, lacrosse, soccer, swimming, tennis, track, and wrestling.

A SUMMARY OF RESULTS OF THE QUESTIONNAIRE ON THE STUDY OF THE PROFESSIONAL STATUS OF HEAD COACHES OF ATHLETICS IN COLLEGES AND UNIVERSITIES

1. Age of coaches.

21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	Over 65	No Answer
2%	11%	19%	19%	19%	15%	7%	4%	2%	1%	1%

2. Age at which first head coaching position in college was obtained.

21-25	26-30	31-35	36-40	41-45	46-50	51-55	No Answer
25%	33%	21%	12%	6%	1%	.1%	1.9%

3. College degrees earned by head coaches.

No Degree	Bach. Degree	Master's Degree	Doctor's Degree
5%	95%	55%	4%

4. Years of high school coaching experience of college coaches.

No H.S. Exp.	2-3 Yrs.	4-6 Yrs.	7-20 Yrs.	11-15 Yrs.	16-20 Yrs.	21 Yrs. & over
47%	22%	12%	9%	6%	2.5%	1.5%

5. Years of college coaching experience held by coaches.

1-3 Yrs.	4-6 Yrs.	7-10 Yrs.	11-15 Yrs.	16-20 Yrs.	21-25 Yrs.	26-30 Yrs.	30 & over	No Answer
23%	27%	10%	12%	8%	9%	5%	5%	1%

6. Other coaching experience held by college coaches.

Armed Service Coaching	Coaching Professional Teams
22%	9%

7. Varsity letters won by college coaches as undergraduates.

No Letters	Baseball	Basketball	Boxing	Fencing	Football	Golf	Gymnastics	Hockey	Lacrosse	Soccer	Swimming	Tennis	Track	Wrestling
10%	32%	38%	2%	2%	53%	3%	3%	2%	3%	4%	5%	7%	25%	8%

8. Coaches' length of employment at present institution.

1-3 Yrs.	4-6 Yrs.	7-10 Yrs.	11-15 Yrs.	16-20 Yrs.	21-25 Yrs.	26-30 Yrs.	Over 30 Yrs.
32%	27%	8%	10%	7%	8%	4%	4%

9. Sports in which college coaches have participated professionally.

None	Baseball	Basketball	Boxing	Fencing	Football	Golf	Gymnastics	Hockey	Lacrosse	Soccer	Swimming	Tennis	Track	Wrestling
65%	16%	11%	1%	-	12%	2%	1%	1%	5%	1%	1%	1%	-	1%

10. Coaches who are full and part-time employees.

Full-time	Part-time
92%	8%

11. Tenure status of coaches.

Have tenure	Do not have tenure	Eligible for tenure	Not eligible for tenure
37%	63%	20%	80%

12. Contract status of coaches.

Have a contract	Have no contract	Have tenure or did not answer
35%	27%	38%

13. Retirement plan participation by coaches.

Do participate	Do not participate	Omitted answer
71%	19%	10%

14. Compulsory retirement ages reported for coaches.

No compulsory ret. age	60-64 Yrs.	65 Yrs.	66-69 Yrs.	70 Yrs.	71 & over	No Answer
2%	2%	50%	5%	20%	1%	20%

15. Coaches' status with respect to sabbatical leaves of absence.

Have taken sabbatical	Have not taken sabbatical but are eligible	Not eligible for sabbatical
7%	46%	47%

16. Faculty ranks held by college coaches.

Professor	Associate Professor	Assistant Professor	Instructor	No Rank	Other Ranks
13%	16%	25%	21%	20%	5%

17. Coaches' opinions of the desirability of faculty status, tenure, and retirement provisions for college coaches.

Definitely Undesirable	Slightly Undesirable	Does not make any difference	Slightly Desirable	Highly Desirable	No Answer
7%	2%	16%	8%	63%	4%

18. Hours a week spent by coaches in practices and games.

Under 10 hrs.	10-14 hrs.	15-19 hrs.	20-24 hrs.	25-29 hrs.	30-35 hrs.	36 hrs. & over	No Answer
6%	28%	34%	19%	4%	3%	1%	5%

19. Hours a week spent by coaches off the field in preparation and planning during the season.

No hrs.	under 10hrs.	10-19 hrs.	20-29 hrs.	30-39 hrs.	40-49 hrs.	50-59 hrs.	60 hrs. & over	No Answer
4%	41%	25%	8%	5%	3%	1%	2%	11%

20. Number of months devoted to coaching by college coaches.

2 mos.	3 mos.	4 mos.	5 mos.	6 mos.	7 mos.	8 mos.	9 mos.	10 mos. or more	No Answer
5%	19%	20%	15%	15%	5%	3%	6%	8%	4%

21. Additional duties performed by college coaches.

No other Duties	Teaching Phys. Educ. Activities	Teaching Academic Subjects	Teaching Professional Preparation Courses in Phys. Educ.	Administration in Physical Education Depts.
11%	51%	7%	30%	9%

Administration in Athletics	Administration in Other Depts.	Coaching Other Sports as an Assistant	Other Duties
14%	4%	27%	24%

22. Total college salaries earned by college coaches reported in 2 thousand dollar ranges.

Under 2	2-4	4-6	6-8	8-10	10-12	12-14	14-16	16-18
4%	23%	48%	14%	4%	1.5%	1%	.2%	.2%

18-over	Voluntary or Student Coaches	Omitted Answer
.1%	2%	2%

23. Coaches receiving regular yearly increments in salary.

Do Receive Increments	Do Not Receive Increments	Omitted Answer
22%	70%	8%

24. Coaches who are members of the academic faculty and receive extra pay for coaching intercollegiate sports.

Receive extra pay for coaching	Do not receive extra pay for coaching	Have no academic rank or omitted Answer
13%	61%	20%

25. Types of additional employment engaged in by college coaches.

Coaching Clinics	Camp Work	Writing	Radio, T.V.	Speaking	Private Business
8%	11%	3%	3%	9%	3%

Other Teaching	Officiating	Other Sources	Omitted Answer	None
7%	7%	15%	1%	52%

26. Approximate average yearly return received by college coaches from additional employment.

None	$1-499	$500-999	$1,000-1,999	$2,000-2,999	$3000-3999
52.2%	14%	14%	10%	2%	1%

$4,000-4,999	$5,000-5,999	$6,000-7,999	$8,000-9,999
1%	1%	.4%	.1%

$10,000-Over	Omitted answer
.3%	4%

UNIFIED EXPERIENCES IN TEACHER EDUCATION

Charles R. Fall
University of Buffalo

I

It is rather generally accepted that the status of physical education in modern school programs is, to a large extent, dependent upon the quality of preparation provided for prospective teachers. This has led to continued emphasis upon evaluation and consequent improvement of the experiences which are provided for students preparing for service in the teaching profession. The goal of highly competent professional workers, though somewhat elusive, is always before those who are concerned with the future of physical education.

There have been constant demands for more functional programs of preparation based upon present-day understanding of the educational process and its application in a modern democratic society. However, the general pattern of teacher education has remained static for many years, secure in a tradition and comparatively unshaken by the vast amount of accumulated evidence in a scientific age. Programs are still composed predominately of separate subject-matter offerings, cut off in an isolated manner from each other, and in many cases, from the events of modern life. Professional preparation is apparently conceived of as a process of indoctrinating the student with unrelated bodies of facts and information, many of which have little application to the student's problems or to the competencies which are necessary for successful operation as a practicing teacher in physical education. A survey of modern thinking in teacher education would indicate that the following conditions must be met if a program intends to be efficient and functional.

A. Experiences Must Be Based Upon Competencies Desired

Modern thinkers have indicated that programs of experience for students should be based upon the competencies necessary in the field rather than upon preconceived ideas of what is good for prospective teachers justified only by tradition.

Perhaps the Jacksons Mill Conference of Undergraduate Professional Preparation in Health Education, Physical Education, and Recreation[1] has provided the profession with the most explicit demands

1/ Report of the National Conference on Undergraduate Professional Preparation in Health Education, Physical Education, and Recreation; Chicago. The Athletic Institute, 1948.

for attention in this respect. Many educators have long demanded a reappraisal of the traditional curriculum in terms of its contributions to the development of professional workers in education.

B. Experience Must Be Based Upon Modern Theories of Learning

If an adequate program of experience is to be insured, modern theories of learning must be applied. Though various "schools" of psychology differ greatly in many respects, there is some general agreement on basic essentials. All would agree, probably, that learning is an individual process and that interest, need, and personal concern are important factors. Perhaps not so widely accepted, but equally important, is the conception of learning as a problem-solving process. This demands that the program be geared to the needs and interests of the individual and that his efforts at solving the problems reflected from those needs and interests result in the only effective and lasting kind of learning.

Experiences provided in the program of preparation must be meaningful in the sense that they apply to problems that the student is cognizant of and concerned with, rather than the artificial, instructor-planned activities so commonly arranged. It is only as one successfully solves the problems which are to him of intimate and immediate concern that any permanent reconstructions in behavior can result. Competent and able teachers can be insured only from a program of experiences planned so as to be meaningful and satisfying to the student himself. The familiar pattern of isolated subject-matter offerings, though coldly logical and sequential to the program planners, often fails completely to initiate the interest or command the individual effort necessary to provide the effective lasting reconstruction which lead to the development of extensive capabilities so necessary for the artist-teacher.

C. Experiences Must Be Based Upon a Theory of Preparation Consistent with Modern Concepts in Education Philosophy

A great deal of available evidence in human behavior is indicative of a need for new approaches to preparation of students for teaching service. The concept of preparation as a process of acquiring facts and information based upon the possibility of future use appears to be an inefficient and unrealistic course of action. Rather it is believed that true preparation involves solving adequately the important and significant problems that confront the individual as he participates in interesting and satisfactory activities resulting in an accumulation of a "fund of experience", which serves as a basis for future action. The idea that responses to future situations can be predicted and prepared for in some specific and detailed sense is foreign to the concept of learning now accepted by many modern thinkers. In this sense, knowledge becomes literally that "fund of experience" which results from the organism's participation in an authentic problem situation - authentic in that it is the student's problem and that he is actively engaged in the solving pro-

cess - and which functions as a basis for further activity. Preparation then, must be geared to the present, with a goal of providing meaningful experiences in which personal problems can be encountered and solved. The knowledge which results from this process is then functional and applicable to future experiences as a result of its personal qualities.

II. Unified Experiences at the University of Buffalo

The need for a more functional approach to the preparation of teachers has been recognized at the University of Buffalo for many years. Since 1932 the School of Education has been preparing prospective teachers for secondary shool service in a program based upon a unit of professional experiences. This has been an attempt to provide a "core type" program for those students who had acquired a breadth of experience in general education and some background in an area of interest. As a part of this plan, history, principles, philosophy and/or perspective; educational psychology, including growth and development of children; and methods of teaching are integrated into a unit organized around the practical problems which are encountered by the students in practice teaching situations. In this way problems which are of intimate and pressing concern are the centers of endeavor from which the group radiates into the broader concepts of philosophy, psychology, and method. The many years of experience and apparent success with such a procedure has served as an extremely valuable background for efforts involving the program in Health, Physical Education, and Recreation.

When preparation in Health, Physical Education, and Recreation was instituted at the University it was conceived that the same general plan could be adopted. Students were provided, during the first three years, with a broad background of experiences in general education and also with the basic skills in their special field as well as the underlying sciences connected with it. During the final year, the general professional and the special professional aspects of preparation were unified into a comprehensive unit. This involved not only the unit experiences provided for all prospective teachers, but also Organization and Administration of Health, Physical Education, and Recreation; Methods and Materials in Health, Physical Education, and Recreation; Physical Education for Atypical Children; and Tests and Measurements in Health, Physical Education, and Recreation. In this way all of the professional aspects of teaching were combined into a comprehensive set of experiences with the problems arising out of direct contact with children and youth providing the starting for all deliberations.

General Procedure Used

As has been indicated, problems arising out of contact with children and youth serve as the basis for developing units of work. From these the general "unit" group, which includes students preparing for all fields of teaching, develops experiences bearing upon the general psychological, philosophical, or methodological aspects applicable to all teachers regardless of subject-matter speciality. From this special

ramifications in terms of specific applications to Health, Physical Education, and Recreation situations are developed for those in the special area. Instead of special course-meeting hours, blocks of time are set off so that this procedure can be carried on effectively. Health, Physical Education, and Recreation students meets will all other students preparing for teaching for five hours each week in blocks of three one day and two another, and in a group of their own for another five hours weekly. The remaining hours in the weekly schedule are spent in student teaching so that theoretical work is geared constantly to practical experience.

Some Details of Procedure

Group processes are used as extensively as possible in order that the experiences will be geared to and reflected by personal problems of those participating in the educational experience. Committees are instituted to develop the various problem areas into experiences from which valuable and fruitful educational contributions will result. This constant interaction of prospective teachers of all specialties has not only served the obvious purpose of having the course more readily reflect student needs but also has very definitely improved the understanding and interrelationship of the various special groups. Staff members representing the many disciplines of the University are available as committee consultants and for resource purposes and in this way are available for guidance whenever such is needed.

Problems which are of general concern to all teachers have special implications for representatives of particular areas and consequently can serve as the center of deliberation for those in the field. Hence, the group interested primarily in Health, Physical Education, and Recreation has found that from the general concerns developed by the entire teacher preparation group, special emphasis can be organized for their purposes alone, and committees are established under faculty guidance to organize the experiences so that a daily plan of activities can be followed. Problems in philosophy, organization, methods and the various other aspects which are of concern to all prospective teachers, become in this way extremely meaningful and important to the prospective teacher of Health, Physical Education, and Recreation. Since all problems that are encountered by the Health, Physical Education, and Recreation teacher can be solved only in terms of a basic understanding of the philosophical and psychological implications involved, these backgrounds are extremely important to the future teacher. Having experience in techniques designed to emphasize these relationships in the program of professional preparation, provides one with a functioning capacity available for any future adaptation, rather than a stock answer or a set of artificial relationships of a verbal nature only. Though a functional and meaningful experience has been the primary desire, it is interesting to note that a check of areas investigated by the students has indicated that few, if any, aspects have been omitted which were previously covered in separate subject-matter courses. A great deal more important is the fact that the work has been covered as a result of student-initiated, student-organized, and student-controlled activity in cooperation with faculty resource people, rather than by following a "pat" outline of prescribed work which some "out-sider" has developed.

III. Some Apparent Outcomes

There are a variety of outcomes of any endeavor which are evident and measurable, others not so amenable to analysis. Many which have resulted from these attempts are extremely significant and of apparent merit.

A. Individual effort encouraged.

Of great importance is the fact that individual effort is encouraged by the practicality of the problems which serve as the center of all activities. If the impetus for activity which results in effective learning must be initiated within the learner himself - and it is highly probable that it does - then this is an extremely important factor.

B. Learning facilitated as a result of problem-solving emphasis.

Since problems of individual concern and interest are the starting points of all deliberations, these experiences provide meaning and implication for those who are eventually to become teachers. Learning is defined by many authorities as that process which provides a meaning or understanding in an otherwise confused situation, and this can result only from such a process of individually seeking out the solution to a personal problem. This whole unit procedure has been adapted to such a concept and has resulted in more emphasis upon personal investigation to the problems of a prospective teacher.

C. Resulting knowledge of a functional character.

The fund of experience which accumulates from successful adjustment to problem situations provides the only real basis for adequate understanding of events and increased facility to direct the course of future activities. In this sense knowledge cannot be construed as merely a bulk of facts and information gathered from various sources, but that which results only from meaningful adjustment to problems as they arise in current experience. Activities initiated and developed as these have, provide a rich and fruitful context for the acquisition of a fund of experience that can really be termed "knowledge".

D. Opportunity to work with other professional students in the solution of problems.

This technique so necessary in the professional life of every teacher, has usually been sadly neglected. The development of an adequate school experience for children and youth demands the combined efforts of all members of a staff working cooperatively toward a common goal. The separation and resulting isolation of special-field groups has tended to perpetuate an attitude of unrelatedness and individual application rather than a coordinated effort to provide a unified educational experience. A teacher preparation program which provides at least a part of the undergraduate sequence in unified form is a step in the direction of instilling the concept that all who are concerned with the school program must be

teachers first and specialists only incidentally. The opportunities provided at the University of Buffalo have increased immeasurably the understanding between special groups and have resulted in a quality of cooperation never before evident.

E. Opportunities to work with University instructors representing various disciplines.

In addition to the interaction which has been promoted between students representing various special fields, the procedure has increased student contacts with University instructors who represent various backgrounds and points of view. Since all faculty members are available as resource people, various small groups call upon them for assistance. As a result, a group of students working on a particular problem find help from an instructor with whom the members might otherwise never have had contact. Nearly all activities, those of a general professional nature as well as those of a special professional nature, are organized on the group-work basis so that the range of contacts with other students and instructors is magnified greatly beyond what was otherwise possible.

F. More efficient means of covering materials.

Evaluation of activities to the present has indicated that all areas previously covered in subject-matter organization have been included in this arrangement. This has been done, not as a result of instructor-outlined plans, but rather as a result of students realizing that such material was necessary in the solution of their problems. There should be very little question of the value of such procedure. Practically, it has meant a more efficient arrangement and less overlapping of materials, for it was evident in the former subject-matter organization that philosophy, psychology, organization and administration, methods and materials, etc. could not be isolated in any meaningful way. Hence, much time was being spent in each to develop the interrelatedness with other areas many times to the extent of covering the same material. Since the unified arrangement is organized in terms of problem areas progressing from one unit of work to another, a large part of the overlapping has been eliminated.

IV. A Look Ahead for the Unified Procedure in Health, Physical Education, and Recreation

No plan for the improvement of teacher education can be in any respect letter perfect. In the program now in use at the University of Buffalo there is a multitude of imperfections. However, it is an attempt to experiment with an age-old pattern of endeavor with a view toward improving the outcomes of undergraduate experience. It will undoubtedly be revised in light of continuous experimentation, for it is only through the process of self-evaluation and self-improvement that an institution can keep in touch with the many changes which are taking place from day to day. Education is a dynamic enterprise and any tendency toward a static state is not only inexcusable but intensely harmful to the future of the profession. It is hoped that the Health, Physical Education, and Recreation group can continue to build upon the many years of ex-

perience that the education faculty has accumulated in unit procedure as well as the work presently under way in the special field. Eventually there should result a teacher education program based upon the real needs of prospective teachers and organized in such a way as to provide the profession with intelligent, able, and competent workers to take their places in the schools of tomorrow.

REPORT ON THE NATIONAL TOUCH FOOTBALL RULES COMMITTEE

Victor Moore
Kent State University

The meeting was called to order by Chairman A. H. Rhoads who was re-elected by the committee to serve for 1955. Victor Moore of Kent State University was appointed as Chairman of the 4th District and Paul V. Keen of Oklahoma was appointed Chairman of the Touch Football Rules Change Committee.

A report on intramural touch football injuries was given by A. H. Rhoads for R. D. Grambeau of the University of Michigan and accepted by the Committee. The results of the survey showed very clearly that the area of touch football injuries is a vital one to most intramural directors and recommends:

1. The use of a uniform set of well defined rules
2. Proper leadership including officials
3. Suitable playing fields properly marked
4. Proper scheduling
5. Postponement or cancellation when weather or field conditions are poor
6. Further study on injuries

A report on touch football rules changes was given by Victor Moore and accepted by the Committee.

The report recommended no new rule changes for 1955 and stressed the need for properly trained officials to minimize touch football injuries.

The Committee agreed to make no changes in the NCTFR for 1955 but to include a supplement listing minor corrections and to include changes made in Committees for 1955.

MOTIVATION AND PROMOTION OF AN INTRAMURAL PROGRAM

H. S. Cherry
University of Florida

Purpose:

To determine the various methods used in motivating and promoting a College Intramural Program.

Procedure:

One hundred and forty colleges and universities were invited to participate in this outline report. Of this number, sixty-two accepted. In order to be reasonably certain that the participating institutions were operating an organized program, only colleges and universities employing a Director of Intramural Sports were considered in this outline report.

THE INTRAMURAL PROGRAM AND ITS ADMINISTRATION AND ORGANIZATION

A. Develop Desirable Relations
   1. Faculty
      a. Provide for faculty recreation (place in some league) they have a better chance to see your program operate.
      b. Provide trophies and awards.
      c. Reserve space for faculty at certain contests.
      d. Invite faculty to affairs other than sports activities. (Example: Smokers, Open House, etc.)
      e. Reserve gym and space--give instructions and supervision.
      f. Provide separate locker room facilities.
      g. Allow faculty use of equipment check-out services.

   2. Students
      a. Do not require scholastic average. (if recreation means anything it is a part of the student's education)
      b. Allow your student intramural board to determine certain policies.
      c. Provide for student government and faculty representation on your board.
      d. Secure special prices for students desiring to buy equipment.
      e. Give students representation on board of Intramural Eligibility.
      f. Simplify scoring system.
      g. Assume (university) responsibility for treatment of certain well defined types of injury.

h. Announce time and place of drawings and request representatives.

3. Athletic Department
   a. Invite coaches to assist in certain phases of program. (hold an Intramural Clinic)
   b. Discuss with coaches and ask for suggestions with reference to Intramural Constitution, By-Laws, Eligibility Rules and use of facilities.

4. Among Students and Organizations
   a. Hold Open Tournaments--keep same league scoring.
   b. Present Carnival nights with all leagues represented.
   c. Hold inter-league playoffs.
   d. Secure varsity training facilities for intramural participants.
   e. Require teams to furnish timer, scorer, or even officials.
   f. Require teams to maintain same team personnel throughout a particular sport.
   g. Keep an individual score for each participant.
   h. Allow fraternity pledges and members to participate in only one, or a limited number of activities.
   i. Set definite time limit for pledging--keep an official up-to-date list of members and pledges.

B. Improve appearance of Participants
   1. Encourage uniforms.
   2. Purchase shirts if necessary.
   3. Hold Festival or "Growl" a sampling of all sports. Also include music, dancing, etc.

C. Secure adequate or additional Revenue.
   1. Charge others than students for certain contest. (Finals, festival, growl, etc.)
   2. Use advertising in Handbooks, and certain other programs.
   3. Operate on a definite budget, funds to be provided by University, Physical Education or Activity Fees.
   4. Charge entry, forfeit or other fees.

D. Encourage small Organizations.
   1. Give percentage participation points.
   2. Use a two league scheme which is predicated on the size of the organizations.
   3. Permit small organizations to include when necessary, some few non-members not in program elsewhere.
   4. Allow double participation such as dormitory and fraternity league.
   5. Arrange evaluation of points so that so called minor sports receive credit equal to major sports.

E. Encourage students to work for Positions in Organization.
   1. Award sweaters.
   2. Award varsity letter to Student Directors.
   3. Place all administrative jobs on competitive basis.
      a. Keep record of number of hours worked.
      b. Require definite number of hours before application can be made.

F. Encourage more Intelligent Participation.
   1. Secure services of Physical Education Department in teaching activities used in Intramural Program.
   2. Use competent officials. (Pay for certain certain sports)
      a. graduate students
      b. varsity men
      c. coaches
      d. professional students
   3. Have groups supply officials. Will make for sympathetic understanding of your problems.
   4. Provide for clinics using pictures and slides.
   5. Publish "Book of Rules" for each organization or worker. This should include diagrams and dimensions of courts, areas and the like.

G. Stimulate the Social Aspect in certain Coed Schools.
   1. Set up a Coed League in which there is mixed participation. viz. tennis, golf, ping pong, badminton, horseshoes, swimming.
   2. Organize men's and women's programs under one department.

H. Increase Participation.
   1. Use: a. A, B and All Campus Leagues.
      a. b. Freshmen Leagues.
      b. c. Independent, Dormitory, Military, Fraternity League, etc.
   2. Encourage challenge matches to determine campus individual championship.
   3. Make equipment available during entire year.
   4. Allow graduate students to participate.
   5. Use Round Robins.
   6. If elimination tournaments are used, provide a losers tournament.
   7. Stage "all campus championships" between winning Organizations.

I. Maintain Student Interest.
   1. Don't be afraid to:
      a. Experiment with new activities.
      b. Encourage students to ask for new activities.
      c. Circulate Questionnaire--ask students about their program.
      d. Make participation purely voluntary.
      e. Provide personal record card or space in handbook or calendar for student use.
      f. Provide some extra facilities and equipment for all sports.

J. Make the Program Safe.
   1. Require physical examinations and student insurance for all sports.
   2. Reduce playing time, distances in races, swim meets, etc.
   3. Require certain number workouts under supervised instruction for some events.
   4. Use only safe equipment. Masks, rubber bases, clean mats, solid underfooting on fields, etc.
   5. Require all students participating in off campus activities to travel by "public conveyances".
   6. Department provide group insurance for certain activities as water skiing, judo, skeet, etc.

K. Maintain Program Interest
1. Banners, cups to certain Organizations.
2. Medals, ribbons, certificates, monograms, letters or numerals to individuals.
3. Awards for special events.
4. Awards to officials.
5. Banquets, barbecues, or picnics to replace giving more materialistic awards.
6. Provision of apparel for all participants.

METHODS OF COMMUNICATION FOR POTENTIAL PARTICIPANTS

A. Printed Materials
1. Handbooks.
a. Calendar
2. Newspapers.
a. School
b. Local
c. State
3. Posters.
4. Mimeographed circulars
5. School Yearbook
6. Intramural department bulletin sheet
7. Annual reports
8. Manager's Guides

B. Other Methods.
1. Bulletin Service.
2. Bulletin Boards.
3. Assemblies.
4. Orientation programs.
5. Sports meetings.
6. Record boards.
7. Sports clinics.
8. Trophy case.
9. School public address system
10. Championship plaques.

C. Special Features.
1. Camera and darkroom equipment.
2. Motor Scooter and trailer
3. Intramural picnic for winners in each event.
4. Spot announcements and short periods (5 to 7 minutes) daily on radio.
5. Questionnaire.
6. Annual Intramural Ball.
7. Intramural Banquet and Barbecue.
8. Comic sports cartoons in bulletins.
9. Sportsmanship trophy.
10. Murals on school walls.
11. All-University Coed Day for mass intramural interest and competition.
12. Intramural Open House or Intramural Festivals.
13. New type intramural medal presented each year.
14. Scrap book for newspaper clippings.
15. Motion picture shorts in color of year's activities to be loaned to various organizations.

STIMULATION OF PUBLIC SUPPORT

A. Methods to stimulate public support
1. Open House.
2. Sports nights.
3. Community newspaper coverage.
4. Radio talks.
5. Service club talks.
6. Intramural handbooks and calendars.
7. Championship games open to public.
8. "Extra Mural" contests--sports days with other near-by institutions.
9. Exchange of materials with other institutions.
10. If trips are planned--give space in your school paper to the activities of Intramural Teams in those particular schools.

INTRAMURAL PROGRAMS OF SOME COLLEGES AND UNIVERSITIES

Herman J. Tyrance
Howard University

This is a study of what leading colleges and universities in the United States are doing in respect to offering awards in their intramural programs. One hundred and six colleges and universities received questionnaires pertaining to their method of handling of this problem. Eighty-six schools or seventy-nine percent of the schools responded. The questionnaire broached six basic points which were as follows: attitude toward giving awards, amount of budget set aside for purchase of awards, type of awards offered, basis of awarding championships and honors, source of money aside from budget awards, and contributing factors to system of giving awards. A statistical chart indicates the breakdown of the schools and the percent of their compliance. The conclusions drawn are those of the author in terms of what the majority of colleges and universities are presently doing and do not represent a panacea for any one or all situations. Interesting dissent has been compiled and is added to broaden the intramural prospectus.

Almost two-thirds as many directors were in favor of giving awards as those opposed. Interesting opinions are listed below.

In Favor	Opposed
1. Awards are symbols of achievement even as are grades, honors, etc.	1. During war years when awards were inaccessible, intramurals flourished.
2. Interest decreases when awards are withheld or withdrawn.	2. Adequate publicity will replace awards.
3. Greater participation and service result.	3. Year-round scoring chart will be inducement enough.
4. A justifiable motivating factor when intelligently handled.	4. Awards have no meaning after college.
	5. Create artificial enthusiasm and interest only organized groups

The overwhelming opinion of the intramural directors is that some percentage of their budget should be set aside for the purchase of awards. The median per cent for the respondents is approximately eight per cent. The statements of dissent are these:

1. Awards are purchased out of funds collected from students.
2. Certain awards (plaques, cups, and trophies) are purchased by fraternities.
3. Voluntary Contributions from competing organizations are used.

Medals and trophies are the leading choices of most of the colleges and universities by far. The former are given for individual participation and the latter for group or organization activity. Certificates, charms, and ribbons do not seem to pose an attration in the intramural program. One notable dissent was that the certificate should serve as a reward for all participants and not for just the winners. Participation should be encouraged and rewarded.

Most of the schools have some type of point system. The minority offer awards for place winners of their tournaments. Dissenting opinion stated:

1. Not satisfactory because our fraternities are too numerous.
2. Our tournaments are seasonal and thus winners are not accumulative.
3. Organizations do not like to wait until the end of the year for compilation.

Most schools give either rotating or permanent trophies for their intramural winners. The cost of these awards is shouldered by intramural funds, although a substantial amount is contributed by the fraternities. Dissenting directors voiced the following:

1. Good public relations to have community organizations donate trophies.
2. Retention of trophies should mean outlay of funds by fraternal groups only.

The distribution of points under a point system illustrates that two-thirds of the respondents give points on a group basis, for each team win, and for each entry. The same proportion shows that major sport activities receive more points than minor sports. More emphasis seems to be on group participation than on individual activity. A slight majority of directors feel that teams should be penalized for forfeits.

INTRAMURAL OFFICIATING

John A. Glascott
University of Pennsylvania

The Intramural Program is recreational and must be fun. There must be a group or personal satisfaction with a give and take spirit among the participants. This means "Good Sportsmanship" — under such conditions the officiating does not become a major problem.

Sportsmanship is reflected from the Director down. The personal influence of the Director can be of such quality that the players and officials will adopt the standards which he advocates and practices in his contacts with individual students irrespective whether they be Independents, Dormitories, Fraternities, Clubs, or etc. The Director must help and respect the officials so that the players will learn to abide gracefully to the rulings and develop wholesome attitudes of sportsmanship.

The spirit and value of a program is often reflected in its sportsmanship. Posters and talks can help to instill a thought such as "To abide by rule is best for all".

The only reason we have rules or laws of any sort is to guarantee that one individual or one group does not take unfair or dishonest advantage of another individual or group. As applied to sports it is the purpose of the rules to penalize a participant or a team when they are responsible for an illegal act which places the opponent at a disadvantage.

The problem of the official is to determine what by rule is an illegal act and whether it gives an advantage to the offender. The official must be prepared mentally, physically and mechanically when he assumes the responsibility of attempting to oversee a contest of spirited boys. This is particularly true of activities in intramurals where it is very often the first experience in organized games and hence their first contact with officials.

The official should be the contestants friend and reflect that spirit - not a policeman looking for trouble. The last thing he wants to do is penalize. He only wants to see that all contestants have fair opportunity to play the game. It is only when a contestant takes that unfair advantage of another that he is forced to act.

Remember the safety of the contestants is paramount.

A competent official requires many qualities and abilities - among

the factors are:

Love of the game.

Desire to officiate - sense of his responsibility.

A thorough knowledge of the rules of the game, how to interpret and apply them - to err in judgment is human, but you can never err on rules.

Experience as a competitor in the particular activity will enable the official to intelligently conduct the contest.

The prime job is to cause the game to progress smoothly with as little interference as possible. The official through his presence causes players to avoid rule violations. His influence is felt but he himself is not noticed.

Be on time so that contest can start promptly at scheduled time.

Business like - does not attempt to take limelight - game is for the players.

High ideals - good character - fairness - honest - impartial - unbiased.

Honesty with self, player, coaches and public.

Confidence - courage - self-reliance.

Calmness, to make quick and accurate decisions. The tempo of the game is often reflected by the official; if he is excitable he will get players that way - quiet influence of the official will help many situations.

Good personality - cooperative gets along with others - he is pleasant but not familiar - helpful to players but not talkative - harmony between players and officials.

Courtesy - ability to handle contestants in a fair firm and friendly manner. Be human and approachable never arbitrary and officious.

Consistency - in rule interpretations throughout the game; from game to game; from player to player. Don't anticipate, never call too quickly: it may never happen.

Dignity-poise; to get confidence of players, coaches and spectators.

Public relations, mannerisms - friendly not arrogant - not too dramatic - properly equipped as to dress and necessary tools to work with.

Knowledge of an adherence to approved techniques.

Leadership ability - players, coaches and fans look to you for guidance.

Control of contest at all times.

Alertness - efficient split vision.

Quick reaction time.

Physical fitness - good physical appearance - good eyesight – be at right place at right time.

Handling the situation well is as important as calling the play correctly.

MEDICAL AND SURGICAL CARE FOR INJURIES AND INSURANCE

Rod Grambeau, University of Michigan
Presented By: Victor Moore, Kent State University

In an attempt to explore the area of medical and surgical care for injuries in intramural touch football and also that of intramural insurance a few selected questions were included on the Touch Football Injuries Questionnaire. Those questions related specifically to the type of medical care available in case of an intramural injury as well as a report on group insurance, its cost, and who pays the cost. Following are the results of this phase of the questionnaire:

In answer to the question "Do you provide Medical Care for Touch Football Injuries?" 97 schools reported in the affirmative and 42 schools in the negative. 24 schools failed to reply.

The above question was followed by the question "Who pays for this medical care?". Sixty eight schools indicated that the school did while sixty seven indicated that the student paid for it. Twenty eight failed to indicate.

In an attempt to get the general feeling on respect to the adequacy of this phase of the intramural program the following question was asked: "Do you consider this phase of your program adequate?" In reply 85 schools indicated yes, 45 schools no and 33 no answer. In analyzing the results the fact that 45 schools indicated no would indicate that a written established policy be adopted in this area and this policy be made available to intramural directors who in turn could present it to their administration in an endeavor to make all programs covered.

Answers to the question "Do you have some kind of group insurance for intramural participants?" Indicated that 36 schools have some type of group insurance while 104 indicated no group insurance and 23 failed to answer. Of the group which indicated some form of insurance only 7 indicated that the school paid the premium with the remainder indicated it as a student cost.

In reply to the question "What is the cost per individual?" for those who had some type of insurance it was found that there was a range from twenty-five cents per month to a high of $21.00 per year. The average cost was about $10.00 per year.

CONCLUSIONS:

Results from the questionaire indicated that the school health service handled most intramural injuries with a few exceptions. However, in most cases coverage completely void of cost to the student was rare. A great deal of interest was evidenced in insurance for those not covered and it is felt that a great service could be done if information along these lines was made available. It is recommended that continued investigation be made in the areas of medical care for injuries and insurance.

INTRAMURALS ON THE SHUTTLE SYSTEM

A. C. Zuaro
New York University

According to the convention program my talk is entitled, "Intramurals on the Shuttle System." This is more of a sub-title or perhaps a label pinned on to my program by some mebers of the National Intramural Association at our last meeting at Amherst.

The true title of my talk is, "Intramural Athletics in a Metropolitan University."

In order to best understand the type of intramural program we conduct at New York University and the reasons for such a program, I feel that you should first be familiarized with a few facts about our school and a bit of its "geography."

New York University is a private university located in New York City. The University consists of 14 colleges and schools at six separate centers extending from one tip of Manhattan Island to the other end, north and south, east and west. There is a maze of subway lines, buses, elevated trains and taxi cabs, if you can afford them, linking these different divisions of the largest university in the world.

The 39,400 students come from 80 different countries and all of the 48 states, the bulk of which come from the Metropolitan area.

Of these students a negligible number live on campus. Most of them must travel on subways and other public conveyances at least an hour a day to get to school, and a very high percentage of our students have outside partime employment in order to pay their expenses through school.

The University conducts classes from 8 o'clock in the morning until 10 o'clock in the evening.

Our athletic facilities are quite limited except at our University Heights branch. Land is so very expensive, especially at our main branch in Washington Square, that it would not be fantastic to say that enough land to set up a half dozen tennis courts would cost about a quarter of a million dollars.

You can readily understand the reaction from the people in my department when we receive brochures from colleges who show a blue print of their intramural facilities consisting of 3 touch football fields, a dozen tennis courts, a couple of baseball diamonds, etc.

Despite our limited facilities, which we must share with the Physical Education Major department and the in-service gym course, we conduct a rather extensive program with what we have.

Most of the publicity gotten for our program is through the school publications. Each school has its own paper which gives me some space

to promote my program. I also use bulletin boards around the different schools, but the bulk of the publicity is done through the school papers.

Our basketball games are played in the School of Education gym on the nights alloted to our program by the Physical Education Major department. This semester we are using it two evenings per week between 6 p.m. and 10 p.m.

We conduct three basketball tournaments:

1. Intercollege
2. Interfraternity
3. Club

Our intercollege tournament is the one of most consequence. Here seven of the University colleges are represented, and they play a double round robin tournament. These teams are fully uniformed and play a regulation game with paid officials.

Besides these seven teams playing in our tournament, they also play about five outside games with junior colleges, West Point plebes, and the most sought after game is with Sing Sing Prison; here they are assured of "holding" their large audience.

In this Intercollege Tourney the winning college receives an eighteen-inch trophy which is retired after winning it twice, and the members of the winning team receive gold medals.

Our Interfraternity Tournament draws up to 25 fraternities. This large group is broken down into 5 leagues, and each league of 5 teams plays a round robin tournament. The winning team of each league in turn play each other for the over all winner.

Due to our limited gym facilities and the fraternity boys not being in very good physical condition, we limit the time and area of these games. These games are played cross court, not the full length of the court, but the width of the basketball courts. In this way two games are played at one time on the two smaller courts. Also, we play 9 minute quarters, running time, 2 minutes between quarters and 5 minutes at the half; all time outs are limited and counted within the quarter.

In this way we know a game cannot take more than 45 minutes, and I can schedule twelve teams a night without fear of games running overtime. I allow 10 minutes between games for margin of error. If a tie at the end of the last quarter, the boys play sudden death.

The fraternity winning this tournament receives a bronze statue and the team members receive medals.

Our third basketball tournament, the Club Tourney, is made up of recognized organizations within the university. We usually have about 20 clubs competing under the same conditions as the Interfraternity Tourney.

In order to get all these tournaments completed, we begin in October and very often close our season in late April.

The only other team games we conduct are for the fraternities because they have greater interest as groups. We have bowling leagues in the evening, and during their respective season, there are interfraternity leagues in touch football played on Sunday morning at the East River Public Park and softball on Sunday mornings in Central Park.

As for individual tournaments we hold as many as time and space will permit. The tournaments that we conduct in this category are a winter and spring table tennis rourney, badminton, one wall handball, four wall handball, foil, epee and saber, tennis, wrestling, swimming, track and field.

In these individual sports the students come to the Intramural Office and fill out an entry blank containing the following information:

Name of sport -- (table tennis)
School --- (Commerce)
Year or class --- (Junior)
Address --- (this can be anywhere in the 5 boroughs, N. J., Conn. included)
Signature ---

On this entry blank he is also asked to list his free hours on each of the five school days. Remember, our students can have a 9 a.m. class and perhaps a two hour break until his next class; or perhaps his first class doesn't start until 1 p.m. on certain days. Because of the necessity of this type of programing in many cases, it is necessary for the Intramural Department to know when the boy is available to participate in a tournament.

After entries are closed and we have perhaps up to 150 entries in our table tennis tourney, our job of assorting begins. We separate and group all applicants who are available, for instance, on Monday 2 to 4 p.m.; all those available from 10 a.m. to 12 noon, etc. until all applicants are grouped according to time and day available.

After this is completed, we send appointment cards to these interested parties. It is a form card saying:

"You are schedled to participate in the All University (Blank) intramural tournament on (Blank Date) at (Blank Hour) P.M."

These cards are sent to one group at a time. When the contestants arrive, we do not have a prepared bracket system set up where it is planned that Jones plays Smith. This conventional system would be the cause of wasted time if, for instance, Jones doesn't appear. It would mean that Smith is inactive and possibly a table tennis table or a court, as the case may be, is not being used, hence valuable time and even more valuable space is wasted.

In order to avoid this waste, we use what we call the "ready system." If, for instance, we're conducting the table tennis tourney, we ask about 10 boys to come in at a certain hour. As the boys check in with us, we pair them off and they begin their tournament. We have four tables and we allow four forfeits.

In these preliminary games we play elimination 2 out of 3 games, depending on the tournament. From each group we determine one winner and have the winners in each group play in a round robin tournament.

My biggest tournament, table tennis, usually runs for 8 to 10 weeks.

For the winners of these individual tournaments, the University awards gold, silver and bronze medals.

Because of the very large groups we handle, we do not have the personal contact and relationship which is so desireable in an intramural program. To compensate for this in some small measure, the department sends out a "Thank you" card to the contestant immediately after he is eliminated from a tournament or at the end of the tournament, which ever is more feasible. The card reads:

Dear Sir:

On behalf of the University Intramural Department, I would like to thank you for your interest and enthusiastic participation in the All University ___(Blank)___ tournament.

Yours truly,

These cards are usually personally signed by me as director, and the response from these cards have been most gratifying.

I believe you can readily realize now why our program at New York University was labeled "Intramurals on the Shuttle System" at the National Convention.

Thank you.

OPERATIONAL PRINCIPLES RELATIVE TO INTERPRETATIONS AND OBJECTIVES OF PHYSICAL EDUCATION FOR COLLEGE MEN

D. K. Brace
University of Texas

The college program of physical education should:

1. Provide orientation for entering freshman as to the nature, values and procedures of the physical education offerings.
2. Acquaint all students with the nature, location and proper use of facilities and equipment.
3. Present, graphically and simply, scientific knowledge relative to the effects of exercise on health and physical fitness.
4. Explain to all college men the objectives of physical education at elementary and secondary school levels so that as citizens they may be better informed about this area of education.
5. Offer instruction as to sensible exercise programs for adult life.
6. Evaluate periodically the attitudes of college students toward the physical education program.
7. Apply suitable techniques aimed at improving social status and group relationships within classes and other program activities.
8. Work to improve the attitude and understanding of all students toward the physically and mentally handicapped.
9. Provide printed student handbooks and courses of study which will aid in orienting and informing students about the program and its offerings.
10. Institute a counselling program relative to health and physical education, as a staff load responsibility of one or more members of the staff, in suitable quarters and at scheduled times.

OPERATIONAL PRINCIPLES RELATIVE TO MEASUREMENT AND EVALUATION OF PHYSICAL EDUCATION FOR COLLEGE MEN

H. Harrison Clarke

The college program of physical education should:

1. Select types of tests for the college program based upon the objectives to be achieved and the procedures for realizing these expressed objectives.
2. Administer tests especially when their use will serve students better than would otherwise be possible.
3. Adopt specific tests which best meet adequate test-construction criteria (validity, objectivity, norms.)
4. Use tests constructed through research when possible rather than those derived through empirical means.
5. Study administrative procedures in testing so as to achieve the greatest saving in tester and subject time.
6. Provide sufficient training for testers, so that full confidence in their results may be assumed.
7. Orient students as to the nature, values, and techniques of the tests administered.
8. Inform each student of his scores made on tests and explain their meaning and significane.
9. Utilize the results of testing in effective ways in the physical education program.
10. Provide appropriate follow-up services for those students with low-level performances, especially on physical fitness and social adjustment tests.

PROGRAM: PHYSICAL EDUCATION AND HYGIENE

Thos. E. McDonough
Emory University

The following statements gathered from Dissertations, Independent Studies, Thesis and tested experience during the past year pertaining to the college program of physical education. These statements may be used as guides for practices in physical education. All of these "principles" are included in the report of "The Washington Conference on Physical Education for College Men and Women" (Washington, D. C., October 4, 5, 6, 1954). This document will be published in the Spring of 1955.

1. The departmental philosophy is in harmony with the over-all educational philosophy of the college or university as stated in the appropriate publications of the institution.

2. In the development and conduct of the programs of physical education the administrator is committed to action through a democratic process which includes both faculty and students.

3. The standards in the institution relating to staff qualifications, teaching load, size of classes, retirement, academic rank and salaries apply equally to staff members in the physical education department.

4. The source of financial support for the physical education program is the same as that for all other instructional areas of the institution.

5. All entering students are given a thorough physical and medical examination prior to participation in the physical education program. (Followed by periodic exams.).

6. Exemption from participation in the physical education program for medical reasons is predicated upon the carefully co-ordinated judgment of the medical and physical education staff.

7. Credit and quality or grade point value is granted on the same basis as any other area in the educational program.

8. Guidance and counselling of students is an integral part of the physical education program.

9. The program offerings are well rounded, including body mechanics, swimming, team games rhythms, individual and dual activities, with basic requirements for each student being set up according to his needs.

10. Evaluative procedures are used to determine strengths and weaknesses of individual students and class groups and lead to guidance and help for the individual student.

PROGRAM (ATHLETICS)

L. A. Keller
University of Minnesota

OPERATIONAL GUIDES

1. Every institution which conducts a program of athletics should have a clear and concise statement of the purposes of its program.

1A. Reference - E. D. Mitchell, "A Survey of the Athletic Purposes of Colleges of the North Central Association" - The North Central Association, Vol. XXVIII, No. 4, April 1954.

2. The administration of the athletic program should be such that the major emphasis is upon the fulfillment (accomplishment) of the stated objectives.
3. The evaluation of the program in athletics should be based upon the effectiveness with which the stated purposes are fulfilled.
4. The athletic program should be an integral part of the total program of physical education.
5. The athletic program should be administered by a regularly constituted department of the institution responsible to the same authority as all other educational departments.
6. Since one of the major purposes of an athletic program is the education of the participants, which results from wholesome experiences in athletic activities, every attempt should be made to make such experiences available to as many students as possible. Specifically, this should be accomplished by a broad program of team and individual activities in a wide variety of sports. The program should include competition at various levels, such as weight, proficiency, experience, etc.
7. Every effort should be made to provide facilities for a program of athletics for the entire student body.
8. Safeguarding the health of participating students should be a cooperative effort of the Department of Physical Education and the Health Service.
9. The program of athletics should be conducted in such a manner as to contribute to the education of the spectators.
10. Coaches of athletic teams should be full time, regular members of the instructional staff of the institution appointed in the same manner as other staff members. They should enjoy the same status as other full time members of the instructional staff, including academic rank, tenure, retirement benefits, sabbatical leave, committee membership, etc. Their salaries should be comparable to the general faculty scale and their qualifications should meet the same standards required of other

faculty members.

11. Representatives of the institution on athletic teams should be bona-fide students who are maintaining satisfactory progress toward a degree as determined by the regulations of that institution.
12. The effectiveness of the athletic program should be judged by the quality of the program and the caliber of the instruction and not on the basis of winning and losing.
13. The major emphasis of the athletic program should be upon education and not on public entertainment.
14. A re-definition of the term "Amateurism" is urgently needed.
15. Students participating on athletic teams who receive scholarships or grants-in-aid should be required to meet the same standards of academic performance and economic need as are required of all other students who receive such financial aid.
16. The program of athletics should be financed from regular institutional funds. The needs of such programs cannot be satisfied with funds which accrue from sources which place the programs themselves in a position of self-support.

    This principle is well summed up by Walter H. Gregg in his study entitled "Guides to the Financing of Intercollegiate Athletics". He states:

    > "There is no formula for combining the elements proposed as providing financial support for athletics; however, the guides of this study should give direction to the whole undertaking. American colleges should be able to develop in an atmosphere of freedom from fear, types of athletic programs which are also free. Institutions of higher education should be able to make choices with respect to the conduct of inter-collegiate athletics which bring athletics under strict insititutional control as a phase of the curriculum of college physical education; entrust them to only the ablest of administrative and instructional faculty members, provide for their support in the same manner as all other phases of the curriculum and specifically within the budget for physical education; provide for institutional control and utilization of available funds which assists in the realization of fiscal objectives consistent with avowed educational objectives of the colleges; and in the whole process perpetuate the best elements of the whole program of athletics in the interest of the broad and comphrehensive program of college physical education as a part of the general education of college students."
17. The program of Intramural Athletics or "Athletics for All" should receive major attention and be given as enthusiastic support as the intercollegiate program.
18. From the study by John F. Bateman - "American Football":

    > "de-emphasis cannot be the solution for resolving present problems, but rather emphasis on student participation in a sport that is properly placed in the total educational field and under complete institutional control."

ADMINISTRATION: ORGANIZATION AND STAFF

C. H. Young
University of Southern California

The formulation of operational principles of administration as they pertain to the organization and staff in physical education, might be approached in several ways. Undoubtedly, the scientific method for fact finding would be the most conclusive in the establishing of definite and verifiable principles for guides as to policies and procedures.

While this study may serve as a step in the right direction toward the process of critical identification of base lines for administration, there are at present as many variances in judgments of opinion and application as there are institutions. Points of view have varied in keeping with necessary adjustments to the particular situation and yet are signs of the times and highways.

For this reason, research in this instance has pursued the solution of the problem through an interpretive clarification and analysis of publications by recognized authorities, through the use of inductive reasoning and logical synthesizing of experiences, and the grouping electically of ideas in the form of statements.

The philosophy of democratic administration expresses the fundamental beliefs of the faculty which stem from the reflected experiences of experts and the basic facts of science, and are used as guides by members of the department in forming and in determining plans for action. Emerging from these principles are the aims or policies, and the objectives or procedures, out of which the concepts of relative values as to experiences, practices and responsibilities are coordinated for effective organization.

In considering the following statements or principles, the many implications and interrelationships of the department to the university or college, as well as to community groups and agencies must be appreciated. They should be thought of as being flexible and constantly changing patterns for impetus and direction, as a part in the total educational process.

I - The educational purposes and policies of organization, should reflect the opinions concurred in and supported by the legislature as representatives of the people, and delegated to those institutions of the state within which they function.

II - A fundamental concept for the administration of a department of physical education, should be based upon the premise that: the operational principles underlying the organization originate from a deep concern for the individual and social needs of those for whom the pro-

gram is intended to serve.

III - The defining, clarification and application of basic belief perspectives upon which to build and proceed, should be a mutual concern of administrators and staff members. Their contribution should be in direct proportion to their departmental responsibilities, experience background, and comprehension of administrative procedures. The unified thinking of the group then tends to set flexible goals of meaning and promise, firmly anchored in their accepted expression of philosophy as an operational code.

IV - In the interest of balance within the organizational structure, various responsibilities should be delegated to the members of the staff, in accordance with their particular specialization, interests and qualifications for the fullest utilization of abilities and for coordinated integration toward beneficial unity.

V - Constant attention should be given to the facilitation of operation which will avoid unnecessary involvement and time demanding energies of the faculty. This consideration is essential in order that the staff members' major efforts may be directed to teaching and the best interests of the individual student and thus assure equal distribution of work loads.

VI - Of mutual concern in the student-staff relationships, should be the cooperative planning process for determining and clarifying culminating aims of professional accomplishments or citizenship achievements, leading to desirable goals of competence within the framework of students' interests. Thus guidance takes on new meaning in terms of declared purposes and must be included in the departmental organization.

VII - There should be continuous direction toward a cognizance as to the functional understanding of the ends in mind. That is, the broad competencies essential to professional leadership careers as well as those desireable for the general college students' preparation for future roles in maturity need to be declared. Such an appraisal of significant elements, aids in the structural organization and development of various curricula.

VIII - The interpreting of experiences leading to selected goals in the educational process, is an aspect of advising and a responbibility of administration to which the total efforts and experiences of the faculty should give intelligent direction to students. The staff should help the individual to see the complexity of needs from the broadest sense in personal social relationships, and seek together to discover ways for reaching these sought-for ends.

IX - As a further synthesis of understanding, the department should formulate a blueprint of obtainable and desirable experiences leading to the achievement of selected objectives. This framework should be established in joint conferences with students and faculty and serve as reference for a line of action. Thus, insight and motivation take on new meaning as experiences reflect ways in which competencies are attained as an expression of basic beliefs which are implicit in the program.

X - The interpretation of the established principles, adherence to the accepted policies, and recommendations for subsequent changes should involve a sharing of authority and responsibility on the part of the administrator and staff member. When speaking for the department the agreements should be followed implicitly by all members. The success or failure of all endeavors should likewise imply mutual acceptance for responsibility, since constructive leadership in the democratic administration of the department carries with it this import.

XI - In the selection of personnel, there should be defined criteria for determining the specifications of the job and ability of candidates as an interpretive base for ascertaining the adequacy of potential faculty as a measure of assurance in the choice of new colleagues. There should also be constant review of the present staff to formulate judgment as to possible permanency of appointments.
XII - The following factors should be considered as they are usually believed to be desirable attributes in the choosing of staff persons in the department, namely: academic preparation, teaching experiences, skill techniques, written and oral expression, character qualifications, group participatory ability, and social equivalents which make for desirable membership with others. Judgment should be on the basis of: personal correspondence; letters of reference; oral recommendations; interviews; observation of leadership roles in conferences, demonstrations and lectures; and through publications reviewed.

Welded together for common ends, a faculty with such declared basic beliefs, may become a moving force for the welfare of individuals and hence the profession. Constant revaluation of the principles as well as a review of the policies is understood as a component of sound administration. Thus, operational concepts or principles set the limits and the reach toward which the department strives.

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ADMINISTRATION: FACILITIES, EQUIPMENT AND SUPPLIES

Charles A. Bucher
New York University

NOTE: There follows a list of operational principles for college physical education programs in respect to facilities, equipment and supplies. In order that this report might be kept brief, only broad, general principles are listed. Many of these have been taken verbatim or with slight changes from various publications including the College Physical Education Association's book on College Facilities, 1948.

PHILOSOPHY & OBJECTIVES

1. The final test of all facilities, equipment and supplies lies in the extent to which they make possible the greatest degree of participation in the activities which go to make up the college program of physical education and recreation.
2. Facilities should be planned, constructed and used so that each phase of the program can be given the proper emphasis.
3. Facilities should be attractive but not excessively ornamental and should inspire appreciative treatment and care on the part of those who use them.
4. The college plant-site, buildings, equipment — is a controlling factor in the provision of opportunity for the development of adequate physical education programs.
5. Facilities, equipment and supplies for college physical education programs should be determined on basis of enrollment, the educational program, the activities and services for the school and community that are to be housed in the building or scheduled on the school grounds, and the type or school organization.
6. The functional design of the college plant should be predicated upon its use as an education-recreation center.
7. The degree to which facilities, equipment and supplies are healthful, comfortable and convenient will help to determine the effective educational experiences derived therefrom. It should be noted, however, that mere provision of facilities is no guarantee of their use unless these experiences are satisfying and time is available for unhurried participation.
8. Facilities, equipment and supplies should be administered to give proportional opportunity to boys' and girls' needs and to intramural and extramural, required instructional, intercollegiate and elective physical education programs.

9. Facilities should be planned and equipment and supplies provided in a way that is consistent with the basic philosophy of education.
10. The planning for the use of space and for equipment and supplies should take into consideration the needs of the various age groups, the utilization of space, the safety of participants, and all types of activities.
11. Facilities, equipment and supplies for outdoor educational experiences are a desirable part of the college plant. In providing these areas, consideration should be given to the special facilities needed for physical education which are not already provided for on-campus.

PERSONNEL

1. Only competent designers and consultants should be employed by the college to plan and supervise the construction of facilities.
2. Architects do not always pay as much attention as they should to the educational and health features, when planning buildings and facilities. Therefore, it is important that they be briefed on certain requirements that educators feel are essential in order that the health and welfare of students may be provided for. Such a procedure is usually welcomed by the architect and will aid him in rendering a greater service to the community.
3. Physical education personnel should play important roles in the planning and operation of facilities and in the selection of equipment and supplies. The specialized knowledge that these individuals have is very important. Provisions should be made so their expert opinion will be utilized in the promotion of a healthy and educational environment.

COMMUNITY RELATIONS

1. From the standpoint of good public relations, college facilities should be available for appropriate recreational and educational uses by groups other than students.
2. Facilities should be planned in relation to the physical, social and economic characteristics of the community in which the college is located.
3. A study of the needs of the community should be taken into consideration as a basis for each plan of facilities.
4. The planning of facilities should include a consideration of the total physical education facilities and the recreational facilities of the community.

STANDARDS

1. Established standards should be utilized as guides and as a starting point. They will prove to be very helpful. However, it is important to keep in mind that standards cannot always be used entirely as developed. They usually have to be modified in light of local needs, conditions, and resources.
2. The nature of land development for athletics, recreation and physical education should be controlled by sound principles of design.

CLIMATE & GEOGRAPHY

Facilities should be planned and developed to take advantage of local geographical and climatic conditions so that opportunities are available for participation in both indoor and outdoor activities throughout the year. Consideration should be given to the normal continuance of classes in outdoor activities during inclement weather. For example, in bad weather, tennis classes might be scheduled for indoor tennis back board practice.

HEALTH AND SAFETY

1. All planning of college facilities, equipment and supplies should be based on goals which recognize that the physical environment must be safe, attractive, comfortable, clean, practical, and adapted to the needs of the individual.
2. Facilities should be geared to health standards. They play an important part in protecting the health of individuals and in determining the educational outcomes.
3. Facilities play a part in disease control. The extent to which colleges provide for play areas, ample space, sanitary considerations, proper ventilation, heating and cleanliness, will to some extent determine how effectively disease is controlled.
4. Building and sanitary codes administered by the local and state departments of public health, and the technical advice and consulation services available through these sources should be known and utilized by administrators in the planning and constructing of facilities.
5. The facilities should be planned and constructed to provide for the safety of participants and staff members and for the maximum sanitation of the plant.
6. Facilities should take into consideration all the necessary safety features so essential in programs of physical education. Having health service sub-stations near the gymnasium and other play areas, proper surfacing of activity areas, adequate space, and proper lighting are a few of these considerations.

PROGRAM

1. Planning should provide for adequate allotment of space to the activity and program areas. They should receive priority in space allotment. The administrative offices and service units, although important, should not be planned and developed in a spacious and luxurious manner which goes beyond efficiency and necessity.
2. Facilities, equipment and supplies should be provided to meet all the requirements of those typical American activities which go to make up a comprehensive program of physical education, physical recreation and intramural and intercollegiate athletics, such as: games, sports, dancing, tumbling and swimming. All facilities, equipment and supplies should be of sufficient number for class instruction in activities under actual game conditions.
3. Facilities, equipment and supplies should be planned and constructed to meet the needs for co-physical education and co-recreation in sports.

4. Facilities should be provided and arranged so that they may be economically and effectively supervised, controlled and managed.
5. Swimming facilities are essential to meet the needs of the well-balanced program of physical education at the college level.
6. Fields for intercollegiate practice and competition should be located so as to provide a minimum of interference with the required or elective and teacher education programs.

FUTURE CONSIDERATIONS

Facilities should be planned with an eye to the future. Too often facilities are constructed and outgrown within a very short time. Units should be sufficiently large to accomodate peak load participation in the various activities. The peak load estimates should be made with future growth in mind.

SPECIAL CONSIDERATIONS FOR EQUIPMENT AND SUPPLIES

1. Equipment and supplies should be provided as a part of the school plant to conduct the full range of activities and to provide the services peculiar to the program of physical education.
2. College authorities should furnish equipment and instructional supplies, suitable in kind and adequate in amount, to make the activity experiences interesting and profitable to all participants.
3. Quality merchandise should be purchased. The most expensive is not always the best.
4. The early purchasing of equipment so that it is available when needed should be a school policy.
5. The school should adopt the sound policy of buying within range of ability to pay.
6. All purchasing should be with reliable concerns. (High grade merchandise cannot be sold consistently at a cut rate).
7. The school should take advantage of legitimate discounts.
8. The best buyers study the market conditions for proper values.
9. Provision should be made for ease and efficiency in the distribution and maintenance of equipment and supplies.

LEGAL ASPECTS OF PHYSICAL EDUCATION

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I Definitions

1. Liability. Conditions which give rise to an obligation to do a particular thing to be enforced by court action.
2. Tort. A legal wrong.
3. Misfeasance. The performance of an act which might lawfully be done but which was done in an improper manner.
4. Malfeasance. The doing of an act wholly wrongful and unlawful.
5. Nonfeasance. Failure to perform a required duty.
6. Negligence. The failure to act as a reasonally prudent and careful person would under the circumstances involved. This failure may be either one of commission or omission.
7. Contributary negligence. Conduct on the part of the injured person which falls below the standard to which he should conform for his own protection and which is a legally contributing course, cooperating with the negligence of the defendent in bringing about the plaintiff's harm.
8. Nuisance. The existence or creation of a situation which by the very nature is likely to cause injury, harm or inconvenience to another.
9. Proximate cause. The legal cause of an injury.

II Selected Operational Principles Covering Certain Legal Aspects in the Teaching of Physical Education.

1. In dealing with legal liability in teaching physical education for a group like the CPEA which represents such a great geographical spread, the lack of uniformity in state laws is noted. The formulating of a set of guiding principles applicable for all is not easily done. For example in Iowa, New York, New Jersey, Connecticut, California, Washington and Wisconsin, there are certain differences making it necessary that each teacher be acquainted with the laws as they operate in his state.
2. Negligence will not arise unless there is a duty toward a person and this duty is disregarded. The teacher has a duty toward his students because he is in loco parentis in relationship to them.
3. The fact of injury does not imply negligence. It must be found to the satisfaction of the court that; the defendant had a duty toward

the plaintiff; there was a breach of that duty; there was a casual relationship between the defendant's conduct and the injury. The courts decide whether or not a defendant behaved as a reasonably prudent person under the circumstances.

4. The first test for determining liability of a person causing injury to others is the test of forseeability. The key to the determination of reasonably prudent action is the ability to forsee danger. The issue involves the question, "Should he (the teacher) have foreseen the danger?"
5. The reasoning of members of a jury is often incomprehensable to those understanding all the facts of a case. Therefore teachers should know the nature of reasonably prudent behavior and conduct themselves at all times in non-negligent fashion.
6. The dominant principle of law in the United States is that the school district, or school board is not, in the absence of a statute, subject to liability for injuries suffered by students. The School Board is performing a governmental function of the state as one of its agencies. The state is immune from liability and this liability is transferred to the School Board.
7. Generally state colleges and universities are viewed as part of the state educational system. These institutions are regarded as agents of the state in carrying out the state responsibility for education. The state supported institutions acquire the immunity accorded Boards of Education. In many states immunity is not granted to private schools and colleges.
8. Although the common-law rule exempts the Board of Education (or Board of Trustees as specified above) such immunity is not enjoyed by the teacher. The teacher is liable for his own negligence. The immunity of Boards of Education tends to focus the attention of damage suits upon the teacher.
9. In view of the tendency to sue teachers, because of immunity of Boards responsible for carrying out the educational functions of the state, the teacher must use all reasonable means of protection. The first step is a reasonable understanding of the common-law as it relates to negligence and liability. The second, personal and professional conduct within the letter and spirit of the law. The third, is the investigation of instructional liability insurance.
10. The teacher has certain legal defenses against charges of negligence. these are:
    Vis Major, (an act of God) an uncontrollable act of the elements.
    Assumption of risk, recognition by the courts of the risks inherent in participation in vigorous activities. Teachers must still conform however, to an acceptable standard of behavior for student protection.
    Contributary negligence, when the behavior of the plaintiff contributes to his own injury.
    No legal duty to plaintiff, the absence of a personal relationship between the defendant and the plaintiff.
    Absence of breach of duty, the finding of evidence that the defendant's behavior under the circumstances was of such a nature as to be regarded as reasonably prudent and careful.

11. Because of the duty teachers have toward their students they are required by law to render first aid in cases of accidents while actively supervising students. Only such first aid knowledge as is expected of laymen is required of teachers. If the services of a physician or nurse are immediately available, the teacher's responsibility for first aid is considered as having been met. The teacher must not give service beyond first aid needs. Failure to act, or unwise action may lead to charges of negligence. The courts, however, look with favor upon those who try to help others in the absence of skilled medical services. The American Red Cross has had no reports of verdicts against lay first aiders.
12. Transporting school athletic teams the safest way is by bonded commercial carrier or properly authorized school busses. If private cars are used, then school officials and car owners should be sure they understand and comply with the state laws regarding insurance and public utility and liability laws.
13. The danger spots in school activity areas are: transportation (most frequently reaching courts); unsafe building and grounds; physical education; sports events and playground and recess games; shops; science laboratories; driver education; field trips; school safety patrols; school caps. The laws relating to supervision in the above school areas should be known and serve as guides to the behavior of school personnel.
14. The matters discussed above are of interest to physical educators on all school levels. In order to place teachers in a position where they can protect themselves as well as their pupils, it is recommended that legal liabilities be treated as units of appropriate courses (organization and administration, problems) at the undergraduate and graduate levels.

The Reasonably Prudent and Careful Physical Educator 1/

1. Knows the health status of his students.
2. Does not permit participation in activity without medical approval following serious illness or serious injury.
3. Makes frequent inspections of all equipment used in his program.
4. Conducts his activities in the safest way possible.
5. Checks the teaching and organization of such activities as boxing, wrestling, touch football, to insure students against negligent injury.
6. Is absolutely certain that personnel assigned to conduct an activity are qualified for that particular activity.
7. Makes certain that the area in which he is conducting an activity is a safe one.
8. Makes certain that the activity is within the ability of the student to perform.
9. Has fully and carefully instructed his staff as to procedures for administering first aid and summoning medical attention or removing student to medical attention.

1/ Howard Leibee, "Legal Liabilities for Injuries in the Service Program". Annual Proceedings, The College Physical Education Association, 1954, p. 36.

10. Does not treat injuries.
11. Requires students who must wear lenses to wear protectors during organized class instructions and competition.
12. Provides supervision that is both adequate in quality and quantity.
13. Knows the state of the car and the qualifications of the driver if private transportation is used to transport students to and from facilities.
14. Has at all times the safety of the students and their general welfare uppermost in his program.
15. Makes certain that instruction has been carefully given before performance is permitted.
16. Keeps an accurate and complete record of accidents and injuries.

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LEADERSHIP FOR COLLEGE PHYSICAL EDUCATION

by

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Leadership is defined as a process of influencing people, mediated through communication in a situational setting, to direct their efforts toward the attainment of understandable, specified and common worthwhile goals. This definition implies that the determination of what constitutes leadership must be made in the context of time and place and is fundamentally influenced by all the elements of the situation. There appears to be general agreement when discussing the term in the abstract or on a theoretical basis, however, as soon as we attempt to examine a specific problem situation to determine the role of leadership in it we frequently interpret the term very differently. Our interpretation for college physical education holds that from an understanding of the student, the college, the community, the competencies of the administration and faculty, and from all other factors which give perspective to the problem a course of action should be selected which appears to provide the most desirable values and long-range consequences.

This concept emphasizes that the function of leadership can be shared with all members of the group depending upon the background of preparation and experience of each person. There is no monopoly on leadership because of formal position or station of an individual in the group. A certain person may be a leader at one moment and a little later be a follower. The characteristics inherent in leaders as listed in rank order of frequency and which appeared at least two times in 10 references were: knowledge, integrity, enthusiasm, endurance, judgment, self-control and self-discipline, courage, human understanding, initiative, tact, personality, dependability, decisiveness, considerateness, sense and purpose of direction and faith. The following principles should serve as guides for college physical education:

1. Leadership in college physical education should be democratic in nature and should be rooted in the basic ideals of American culture: (1) the dignity and worth of the individual, (2) the use of cooperative group action in the solution of common problems and (3) reliance upon the method of intelligence.
2. Leadership in college physical education should direct its function to improving the individual and thereby improving the American society.
3. Leadership in college physical education should direct its function through democratic patterns of social action; the goals of improvement are designed through public participation including students, teaching faculties, educational leaders, and other interested persons.

4. Leadership in college physical education should utilize the maximum involvement of every member of the group in the determination of objectives, in spreading responsibility and in reinforcing interpersonal relations throughout the group so as to strengthen it.
5. Leadership in college physical education should develop efficient methods in utilizing the creative powers of individuals and should develop the best plan of action using all resources in the solution of problems.
6. Leadership in college physical education should strive for the optimum development of all aspects of personality including opportunities for the development of organic vigor, social enrichment and the realization of ethical-moral values.
7. Leadership in college physical education should plan a broad program of activities which meets the needs and interests of all students regardless of their physical capacities, strengths and weaknesses.
8. Leadership in college physical education should provide opportunities for students to improve the quality of their thinking through such activities as problem-solving, participation in planning, decision making, self-evaluation and reflective meditation.
9. Leadership in college physical education should develop an organization and structure for channeling the cooperative expression of wants and needs; delegation of authority should be assured when responsibility is delegated.
10. Leadership in college physical education should develop sound programs of basic activities, intramurals and intercollegiate athletics for the best interests of the participants.
11. Leadership in college physical education should provide for continuous evaluation of all aspects of the program and appraise the results in terms of total achievement toward democratic ideals.

HISTORY AND TRENDS IN PHYSICAL EDUCATION

Lloyd M. Jones

The Pennsylvania State University

"Guides for Practices in Physical Education which are the result of Research or Tested Experience"

HISTORY OF PHYSICAL EDUCATION IN COLLEGES AND UNIVERSITIES: The results of the researches of the historian or biographer do not, in general, exert a great influence upon the practices in any field of endeavor. They do, however, serve the useful purpose of recording the influences which have been at work in shaping policies and determining practices. The reports which have been made in this series over the past several years indicate a growing interest on the part of college teachers of physical education. Many studies have been reported in the Proceedings but there are many unexplored areas awaiting the attention of scholars.

One of the signs of maturity in any profession is the accumulation of a literature which reports on its origins, its successes and failures, and its progress to the present time. The many reports would indicate that college physical education is in the process of attaining its maturity. The review of where we have been should be helpful in looking at our present position as well as in charting our course for the future. History may, in fact, repeat itself.

Physical education in American colleges has had an honorable, if difficult, beginning; it has experienced similar, and frequently more, difficulties of other disciplines, in gaining acceptance and respectability in academic circles; it does hold a bright future. The history of physical education for men in colleges which will be written tomorrow will be the chronicle of the activities of the present members of the C.P.E.A. and their colleagues.

BIOGRAPHY: Biographies of the early leaders in college physical education should be an inspiration to every college teacher of physical education. It would appear that many of the problems which confronted the early pioneers were the same as we face today but their achievements should make us all very humble. There are many biographies yet to be written recording the life and times of other zealous and devoted leaders in college physical education.

TRENDS IN PERSONNEL, FACILITIES, PROGRAM, AND ADMINISTRATION IN COLLEGE PHYSICAL EDUCATION: Projection into the future, within certain limits, should be helpful in planning for staff and facilities for physical education in colleges. Of one thing we can be certain; there

will be many problems in the near future when the predicated increase in college entrollments develops. Just as there are changes in the program content in physical education there will be comparable changes in the preparation of personnel and facilities which will be required.

A study of the history and trends in college physical education should open up new vistas and broaden one's horizon for the physical education of the future and its place in the education of college men.

SOME PRINCIPLES RELATING TO PROFESSIONAL PREPARATION

William F. Meredith
University of Pennsylvania

RECRUITMENT

1. Recruitment of teachers should be a joint responsibility of the state, the teacher education institution, the schools to be served, the professional organization within the specialized field, and the public.
2. Recruitment should be a continuous action program.
3. All media of public information should be utilized in such a program.
4. The individual institution should make provision for a Coordinator of Recruiting Activities with funds available to carry out the functions implied.
5. The state educational authority in each state should institute and maintain a recruitment program.
6. Such a program should involve:
   a. State wide conferences.
   b. Promotion activities involving such groups as the Future Teachers of America.
   c. Distribution of relevant facts and information relative to the problems.
7. Sound scholarship and fellowship programs should be established to encourage capable young people in need of financial assistance, to enter the profession.
8. Institutes and conferences should be sponsored by the college or school of education to present recruitment problems.
9. Better liason should be established between the schools and the teacher education institutions.
10. Community groups outside the schools should be encouraged to sponsor career conferences and other activities to develop interest in the teaching field.
11. Teachers in the schools should encourage students to enter the field through example and precept which would increase the stature of the profession and make it attractive to young people.
12. Alumni groups from teacher education institutions should be organized and motivated to aid in meeting the situation.
13. The cooperation of the public press should be secured in publicizing the professional opportunities, and drawing attention to the needs concerned.

SELECTION

1. The approach to the problem of selection in the special field should begin with admission to professional education.
2. Selection should be a continuing process throughout the entire period of preparation.
3. Each teacher education institution should maintain an integrated program of selective admission and guidance.
4. Definite techniques and tests should be developed to aid selection in this field.
5. Available tests of vocational interest, aptitude and health status should be utilized to the fullest extent by all institutions.
6. Standards of attainment in both academic and activities areas should be established in each institution.
7. Each prospective teacher should have experience in student teaching under conditions which permit of some experimentation in teaching technique, not necessarily a part of the program normally.

GUIDANCE

1. Definite provision should be made for guidance programs in every teacher education institution.
2. All faculty members in a given institution should understand and share in the personnel guidance point of view.
3. Responsibility for the application of the program should be definitely placed on selected staff members.
4. Guidance should be individualized both as to institution and student.
5. Guidance should be an integral part of the educational process.
6. Departments of physical education personnel should participate in the guidance program of the institution.
7. The program of guidance should include orientation courses, a battery of guidance examinations, pre-registration interviews, periodic interviews, remedial programs when indicated, field trips, career days, major clubs, seminars, group meetings, lectures, forums, etc.
8. Guidance should be based on clinical counseling.
9. Guidance should be a continuing process.

PLACEMENT

1. Placement should be considered a basic responsibility of the teacher education institution.
2. Each institution should maintain a central placement service staffed by specially prepared personnel.
3. The department of physical education should cooperate fully with such service.
4. The institution should recognize its responsibility for the preparation of its student in minor fields in conformance with the demands of the area serviced.
5. The collection of placement information should be the responsibility of all department faculty members.
6. Rating of prospective teachers potentiality should be done by all faculty members whose contacts with any student qualifies such participation.

7. Definite provision should be made for collecting placement data on forms prepared for the purpose.
8. Evaluation in any area should follow closely on experience in the area.
9. Every department should accept the responsibility for the preparation of the most comprehensive rating possible in order that each student may be placed under the most desirable conditions in terms of preparation and temperament.

FOLLOW-UP

1. Each department should recognize its responsibility for the follow-up of teachers in service.
2. Each institution should provide staff in the special areas to follow-up the work of graduates.
3. Follow-up should involve visitation, counseling, conferences with administrators and teachers, workshops, newsletters, etc.
4. Responsibility for the follow-up program should be placed on one member of the staff but participated in by all members.
5. Courses required for permanent certification should be devoted to remedial work where indicated.

SUB-COMMITTEE ON PROFESSIONAL EDUCATION AND PUBLIC RELATIONS

William F. Meredith
University of Pennsylvania

The following references should be added to the previous reports of this Sub-Committee:

PROFESSIONAL PREPARATION

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SUB-COMMITTEE ON PROFESSIONAL STATUS

Harry A. Scott,
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Last year the Sub-Committee on Professional Status presented an excellent analysis of the current status of physical education in institutions of higher learning in the United States. This year the Sub-Committee is presenting an aspect of professional status which, it is hoped, will be of some value in the guidance of present and future students preparing for careers in health education, physical education, and recreation.

At the present time there are 38,693,000 students enrolled in the schools and colleges of the United States. Of this number, 2,533,000 are registered in colleges and universities, and the remainder in the lower schools. There are about 18,000,000 children under five years of age who will enter the first grade in school in the next five years.

By 1959-60, it is estimated that enrollments in schools and colleges will rise to 46,000,000 pupils. Of this number, approximately 4,000,000 will be registered in the colleges and universities. By 1970, it is believed that the colleges will enroll between 5,000,000 and 6,000,000 students.

Presently there are about 1,500,000 persons teaching in the schools and colleges in this country. With increased future enrollments, each year thousands of new teachers will be required to handle the load. In the current school year, some 50,000 new elementary and high school teachers were required to take care of the expanded enrollments at these levels. In the next 15 years in the colleges from 100,000 to 200,000 new teachers will be required to maintain a desirable student-teacher ratio.

At the end of 1952-53, institutions of higher learning in the United States awarded 304,857 Bachelor's and first professional degrees; 61,023 Master's and second professional degrees; and 8,309 Doctor's degrees. Of this number 61,520 Bachelor's; 26,827 Master's; and 1,357 Doctor's degrees were granted in the field of Education. Of the total number of degrees granted in Education, 7,444 Bachelor's; 1336 Master's; and 116 Doctor's degrees were earned in physical education. 1/

It is estimated that at the present time there are from 5,000 to 8,000 new positions a year in the combined fields of health education, physical education, and recreation. This increase is due to the addition of newly created positions, and to drop-outs, deaths, and retirements. In

1/ Source: "Earned Degrees conferred in Educational Institutions", Higher Education, Vol. X, No. 5, Jan. 1954, p. 86.

all areas of education, presently there is a turnover of about 100,000 persons a year, of which about 75,000 leave the profession for such reasons as those enumerated above.

Increases in school and college enrollments are due to many factors, most prominent of which are the tremendously increased birth rate following the Second World War, continuation in school of ever-expanding numbers of students, and the rapid rise in the total population of the United States, which presently is estimated to be 162,400,000 persons. If the present rate of growth is maintained, the population will be 204,222,000 by 1970.2/

With the continued growth of urban populations and the increasing consciousness of the need for leisure time education and organized recreation, the field of Recreation will also expand rapidly in the next two decades. Thus, the need for professionally prepared personnel in this field will be greatly increased.

At the present time elementary schools in all sections of the country are tremendously overcrowded. There not only is a critical shortage of space but also of qualified teachers. As might be expected, there are excellent opportunities for men and women to teach physical education as well as other subjects in the elementary school curriculum. The increasing application of the principle of the single salary schedule for elementary and secondary teachers is making teaching in the elementary school more attractive to men. Certainly those young teachers who look forward to careers in teacher education or to teaching or administering programs of physical education in public schools should look with favor on gaining the experiences inherent in working with children of elementary school age.

In connection with the elementary schools, it should be noted that many school systems are adopting the self-contained classroom plan in which the classroom teacher assumes responsibility for teaching all subjects and activities appropriate for the pupils in her particular class. This practice, while undoubtedly educationally sound from any points of view, is resulting in the elimination or reduction in number of so-called special subject teachers. Physical education teachers are among those affected. It would be unfortunate, to say the least, if, in the future, expert teachers of physical education were eliminated from the elementary school. It is a truism that no single teacher can be all things to all pupils, irrespective of age or grade in school. Under these circumstances some important areas of education are likely to be neglected. Frequently one of the neglected areas is physical education. In view of the foregoing, therefore, physical educators must find ways to cooperate with those in the subject matter areas of early childhood education to make certain that physical education is as well taught as other subjects in the curriculum.

It seems quite apparent that young people now in preparation and those who enter health education, physical education, and recreation in the next few years can look forward to promising careers, assuming, of course, that they are well prepared and competent to perform the exacting functions demanded of practitioners in these fields.

At the present time the education profession, including the fields

2/ U. S. Dept. of Commerce, Bureau of Census, "Current Population Reports and Population Estimates", Series P-25, No. 78, Aug. 21, 1953 p. 8

of health education, physical education, and recreation, is not attracting a sufficient number of new recruits to meet the increasing demands. Nor is Education attracting or holding the most capable young people for professional careers in the field. Among the reasons responsible for this situation, are the following: low beginning salaries and low life-time earnings in most areas of education; lengthy and exacting periods of preservice education in relation to the low income of teachers; poor working conditions, including overbearing, autocratic administrators; slow professional advancement despite the completion of long and costly periods of in-service education; too much responsibility without authority to change conditions; routine, monotonous, and sometimes dull aspects of the work; restriction placed upon the teacher by the community in relation to personal, social, and citizenship activities; 3/ and interferences by outside groups in the professional activities of the teacher.

Many of the above complaints are being remedied as time passes. With present and future teacher shortages, there is a distinct improvement in salaries. This improvement will continue since it is impossible to attract and hold qualified teachers unless salaries are materially increased.

While it seems evident, primarily because of teacher shortages, that salaries and working conditions will be improved, it is also quite likely that standards for certification of teachers will be materially lowered. This is something that should not be permitted to happen if it can be prevented. Here is an area in which the professional organizations, such as the College Physical Education Association, can do effective work.

The recruitment of qualified personnel for specialized education is the responsibility of professional practitioners in the field. If the best potential candidates for specialized education are to be made available, then it is up to each member of the profession to engage in recruitment activities.

Institutions of higher learning, with the help of professional organizations, must assume responsibility for setting and applying desirable standards of selective admission and selective elimination to students seeking specialized education. In addition, institutions of higher learning must provide qualitative programs of specialized education that will graduate only the highest type of personnel for professional practice in the field.

At mid-century many public school systems and institutions of higher learning are drawing on qualified, experienced personnel in physical education to serve in such positions as guidance counselors, school principals and superintendents, and deanships in colleges and universities.

While this practice alone probably does not constitute a significant drain on the professional resources in physical education, when coupled with such additional factors as drop-outs, retirements, and deaths, it is likely to make important inroads in the field by skimming off top-level personnel.

3/ Snyder, R.A. and Scott, H. A., Professional Preparation in Health, Physical Education, and Recreation, New York: McGraw-Hill Book Company, Inc., 1954, p. 380.

Health education, physical education, or recreation should offer professional career opportunities of sufficient magnitude to attract and hold the best people who enter these fields. No profession ever achieves its greatest potential if it serves only as a stepping stone to some other field of endeavor. If the best people are drained off into other more attractive pursuits, physical education as a career field will experience difficulty in rising above mediocrity. This is a matter of professional concern and should receive the attention of the College Physical Education Association to forestall such a possibility.

CURRICULUM RESEARCH COMMITTEE

C. C. Cowell, Acting Chairman
Purdue University

This is the twenty-seventn annual report of this committee. Although the committee chairman, Elwood C. Davis, was on leave of absence the first semester and requested temporary relief from his duties as chairman, he continued as an active and contributing member of the committee and gave it valuable guidance.

This committee sensed the recent tendency of its efforts to resemble a series of disparate reports without some clearly recognizable curriculum framework, pattern or design. The chief reason for this has been the geographical dispersion of the members and the impossibility of being able to sit down together for a day or two and hammer out a valid and solid framework into which we could fit our sub-committee research reports.

Chiefly by correspondence, an effort has been made this year to again examine the nature of a total curriculum design and to delegate each committee member to the examination of some element or component of the curriculum as a whole. Committee and sub-committee members got a late start on the task due to replacements made on the committee because of resignation or leave but met deadlines just the same.

Wesley M. Staton, Karl W. Bookwalter, and Hartley Price contributed the statement on basic philosophy and objectives, while Staton, C. O. Jackson and Carl Nessley developed the thinking on basic personality needs. Ralp LaPorte, a key member of this committee during its twenty-seven years, considered the content of physical education and the problem of progression, while John D. Lawther dealt with the problem of method or the organization of learning experiences. W. P. Ashbrook continued his laborious efforts in evaluation or "quality control" in the curriculum.

Finally, two important factors which are both supplementary and complementary to curriculum development were considered.

Elwood C. Davis, our chairman, with the assistance of John M. Cooper surveyed the membership to determine the more effective techniques in public relations with respect to the physical education program while A. A. Esslinger discussed the importance of certain administrative practices to sound curriculum planning and development.

The committee solicites earnestly the suggestions and help of the association membership in taking the next steps that might be most helpful to members. Should this committee move in the direction of considering the relationships of physical education to health education and recreation education, for example? Should the base of the committee be broadened so that these relationships may be considered more adequately? Suggestions are welcome.

REPORT OF THE COMMITTEE ON FILMS AND TELEVISION

A year ago your Committee on Films and Television, during the period when Mr. Ted Bank served as Committee Chairman, suggested the desirability and need for the production of a color, sound, 16mm. film to interpret physical education to parents, school officials and patrons and the public at large.

Subsequently a meeting was held with representatives of the American Association for Health, Physical Education and Recreation to discuss the feasibility of this program and possibilities for its financing. It was decided that such a film should be produced and that it should be primarily a project of all of the professional associations in the field of physical education whose support could be enlisted. Contributions from the Athletic Institute and other such service organizations would be welcomed, but the profession would not request or expect such groups to carry the entire load.

To facilitate further activity on the project a Planning Committee was formed of representatives of the various professional associations and of the Athletic Institute. During this year this Committee held a meeting in Washington, D.C. as detailed in the minutes attached (Exhibit A).

The Planning Committee selected Dr. Harold Jack of the Virginia State Department of Education and Miss Ruth Evans of Springfield, Massachusetts College to serve as a Steering Committee to directly implement further development of the project. Appropriate consultants from all school levels and from various geographical areas were to be utilized by the Steering Committee.

Mr. Ted Bank was authorized to negotiate a contract with Dallas-Jones, Incorporated, to produce the film. Professor James Humphrey of the University of Maryland, a member of your committee on Films and Television, represented the College Physical Education Association at this meeting in the Chairman's inability to be present.

Following the meeting, Mr. Bank completed arrangements with Dallas-Jones Productions, Inc., and in October 1954 a tentative first draft of a possible script for the film was released. This script was sent to more than 100 persons representative of the various professional groups involved. Members of your Committee on Films and Television carefully reviewed this draft and made numerous suggestions and what is hoped were constructive criticisms.

Since that time no further draft has been released for general review. However, it is understood that following almost complete remodeling of the first draft several additional drafts have been prepared and revised. A second draft for general review is expected to be ready shortly after the first of the new year. In the eventual production it will

probably not be possible to please all of those concerned. We have been informed by the Steering Committee and the Producers, however, that they will do their best to compromise conflicting points of view and to come up with a product that will be a credit to the profession. At a meeting of CPEA Film and Television Committee held in conjuction with the annual meeting in New York ways of supplementing use of the film were suggested. These will be passed on to the Film Steering Committee.

Because of the large volume of correspondence and committee activity in connection with the film project, little else was attempted by your Committee this year. Minor revisions in the "Code of Operations" (Exhibit B) were made, however, at the suggestion of Professor Hess of the Ohio State University, Chairman of the Committee on Operating Codes of the College Physical Education Association. These changes were mainly to bring the operating code previously used by the Committee on Films and Television in line with the format developed by Professor Hess' Committee.

The Committee anticipates that it will have discharged its duties in connection with the film project soon — probably not later than March 1st. It is therefore suggested that the Committee be authorized to attempt to study, list, and classify films on physical education subjects at the college level as a new project. The Committee believes that with the aid of graduate students at certain institutions, it can implement such a listing.

This film inventory would provide a convenient guide for the physical educator at the college level who now has to explore large volume listings of all subject areas to find specific films appropriate to his use. A project of this kind would be a continuing assignment for this Comittee since new films are continually being produced and others are becoming outdated.

Respectfully submitted,

George F. Anderson
Theodore P. Bank
M. J. Gary
James Humphrey
R. W. Kireilis
Leon G. Kranz
Fred V. Hein, Chairman.

(EXHIBIT B)

OPERATING CODE OF THE COMMITTEE ON FILM PROJECTS

A. Name

The name of this committee shall be "The Committee on Film Projects of the College Physical Education Association."

B. Purpose

To study audio-visual developments and needs in physical education, including athletics and to serve in an advisory capacity for developing new materials.

C. Organization

1. The committee shall be organized as a standing committee of the Association.

2. The committee shall consist of six members.

3. All appointments shall be made by the President of the College Physical Education Association.

4. Appointments shall be made for a term of three years, with provision for rotation as specified below (point 5).

5. Two new members shall be appointed each year to replace the two who retire.

6. The Chairman who shall be appointed by the President of the College Physical Education Association each year shall be one of the senior members of the committee.

7. Resignations from the committee shall be presented to the President, who shall appoint a successor to complete the unexpired term of office.

REPORT OF THE STANDING COMMITTEE ON FOREIGN RELATIONS

Earle F. Zeigler
University of Western Ontario

This Committee has adopted the plan of action as suggested by former Chairman, W. F. Mitchell, and his Committee. This plan was as follows:

1. The forming of a closer working arrangement with the Committee on International Relations of the A.A.H.P.E.R. We are corresponding with this Committee to avoid a duplication of effort and to make possible a more united program of foreign relations.
2. The distribution of a newsletter once a year, without the help of Association financing, to bring to the attention of our members the work being done and the progress being made in foreign countries.
   In this year's newsletter we covered The International Congress of 1954; The 1st British Commonwealth and Empire Conference on Physical Education; the new world history of physical education by Van Dalen, Mitchell, and Bennett; the section on international relations in Brightbill and Meyer's RECREATION, TEXT AND READING: The Repeal of Canada's Physical Fitness Act; Resolutions from the Sports Forum of New South Wales in 1952; the column "Elsewhere in the World" as written by Professor Jackson in the quarterly publication PHYSICAL EDUCATOR; a sixty-page booklet SPORTS AND ATHLETICS IN OTHER COUNTRIES available through Canada's Physical Fitness Division; the Norwegian publication SPORT AND HEALTH which is the report of the International Conference on Sport and Health; and an alphabetical listing of some 248 foreign physical educators by country.
3. The preparation of a program at our Annual Meeting each year treating physical education in countries currently making strides in our work. In 1953 the program was devoted to Canada. In 1954 the program at New York will be devoted to Australian physical education. Through the cooperation of Gordon Young, Director of Physical Education for New South Wales and Secretary of the National Fitness Branch, we have several excellent films, photographs, and quantity of written material. A paper on physical education "down under" will be written to amplify the other data.

4. The establishment of a continuing correspondence with physical educators in other lands. We now have a listing of over 250 foreign physical educators. Corrections and additions to this list are coming in already from our members. If our members are corresponding with foreign physical educators, we would like to know about it to avoid duplication and to avoid placing too great a burden on any one individual in another country. This year we have corresponded with more than 100 foreign teachers of physical education.

This plan of action may not seem too ambitious, but we do feel it is realizable and practical. As the Committee gradually functions better, it should be possible to enlarge the scope of our work. Other suggestions for future action from our Committee members include:

1. A form letter to our Members for a listing of foreign films available for loan or rental.
2. Working through international sports competitions to improve United States public relations.
3. An exchange of curricular material.
4. A questionnaire to determine what foreign students are studying in the United States and where this is taking place.
5. A questionnaire to our Members to learn who is corresponding with physical educators outside the United States.
6. Encouraging the AAHPER JOURNAL to include some foreign material in each issue, even if in some cases the quality of the effort might not meet the high standards of the Associate Editors.
7. A bibliographical commentary of our basic texts in health, physical education, and recreation, which might be distributed upon request to interested foreigners.

We hardly need mention that there is a growing antipathy to the United States even in our field. It could be that more of our larger universities should encourage foreign students to study within their walls. It is obvious to your Chairman that there is a need for United States physical educators to show a more genuine interest in what other countries are doing.

Finally we would like to mention a few items which appeared too late to be mentioned in our newsletter for 1954:

1. The Swedish National Gymnastic Team will be touring the United States again. They deserve your active support. Your Chairman has helped to make possible the only Canadian appearance of the group at the University of Western Ontario.
2. Dr. H. J. Montoye, Chairman of the Research Committee of Phi Epsilon Kappa, has published an alphabetical listing of foreign physical education periodicals in the October 1954 issue of THE PHYSICAL EDUCATOR.
3. "Who Said What at the British Commonwealth and Empire Conference on Physical Education?" is the title of an article appearing in the JOURNAL OF THE CANADIAN ASSOCIATION

FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION in November, 1954. Mr. J. G. Lang, Supervisor of Physical Education, 3460 McTavish Street, Montreal, Quebec, has a few copies of this issue available.

4. A Steering Committee has been appointed in Australia to organize a World Congress on Physical Education in 1956 in the week preceding the Olympic Games at Melbourne. Gordon Young, of New South Wales, reports that this Committee will seek your active support.

Respectfully submitted,

B.L. Bennett, Ohio State University
H.E. Brown, University of Hawaii
C.R. Fall, University of Buffalo
D.C. Furman, University of Puerto Rico
J. Heldman, Jr., University of Louisville
G. Vandenburgh, Fresno State College
E.F. Zeigler, Chairman, University of Western Ontario.

REPORT OF THE COMMITTEE ON

INTRAMURAL SPORTS

The Committee on Intramural Sports reports the completion of a very active and successful year. The objectives of the Intramural Section have been accomplished, are in the process of completion or are recognized as problems in the field necessitating further study in the attempt to improve the status of the intramural programs in our schools, colleges and universities. The objectives and achievements follow:

1. The continued effort to improve the National College Touch Football Rules through studies of the rate of injuries, how injuries occur, necessary rule changes, etc.

The Athletic Institute reports that approximately 700 copies of the Rules Handbooks are yet available and that C.P.E.A. will benefit financially when they are sold. As a result of this report from the Athletic Institute, the Rules Committee voted to retain the present Chairman and Editor and to use the present Rules Handbook with a supplementary page involving changes in Committee and/or necessary rule revisions for this next year. Much credit for the success of the Rules Handbook must be given to Victor Moore of Kent State University and Rod Grambeau of the University of Michigan, who made a number of very accurate surveys pertaining to injury rate and rule changes. The entire Rules Committee must be praised for their faithful efforts in promoting and publicizing the Rules Handbook.

2. The development of the Annual Meeting Program in accordance with the wishes and expressed approval of the members of the Section.

This year's program is based on the problems recommended and agreed upon by the members present at last year's meeting. Those problems have been developed by assigned members through a questionnaire survey method and are to be presented through a workshop type program.

3. To provide, develop and carry through to completion research pertaining to "on the job" intramural problems which are affecting schools, colleges and universities today.

At last year's meeting, the problem of the obvious lack of and need for a well organized intramural program at the secondary school level was presented from the floor. The members of the Section expect to hear a very stimulating report this year based on several studies, which is hoped will answer the question of how the Intramural Section of C.P.E.A. can solve this problem. This report can result in a new project for the Section.

Respectfully submitted,

H. S. Cherry - University of Florida
L. A. Francis - Fort Hays Kansas State College
J. A. Glascott - University of Pennsylvania
H. R. Ryan - McGill University, Canada
H. J. Tyrance - Howard University
A. H. Rhoads, Chairman - Ohio University

REPORT OF MEMBERSHIP COMMITTEE

COLLEGE PHYSICAL EDUCATION ASSOCIATION

1. Members of Committee:
   H. J. Kroeten, United States Miliatry Academy, West Point, New York
   C. J. Alderson, University of Texas, Austin, Texas
   P. H. Derr, North Carolina State College, Raleigh, North Carolina
   C. R. Fall, University of Buffalo, Buffalo, New York
   J. G. Geier, University of Nebraska, Lincoln, Nebraska
   C. J. Hart, Brigham Young University, Provo, Utah
   C. L. Palmer, University of Washington, Seattle, Washington
   H. R. Ryan, McGill University, Montreal, Quebec
   G. G. Van Bibber, University of Connecticut, Storrs, Connecticut

2. Each member of the committee was asked to set up subcommittees in their districts to encourage members of the various faculties in their areas to join our organization. Letters were received from various committee members indicating that this had been done.

3. It has been recommended that Walter Campbell of the University of Rochester, a member of the association since 1928 who retired in 1953, be nominated for honorary membership.

4. New members present requested to stand, be recognized and welcomed.

5. Current membership is approximately 600.

REPORT OF THE NECROLOGY COMMITTEE FOR 1954

CHESTER LELAND BREWER

Biographical Sketch and Comments

by

George R. Edwards

Chester Leland Brewer was born on a farm near Owosso, Michigan, November 26, 1876, the son of LaSalle and Ellen Groves Brewer. He died in Columbia, Missouri, April 16, 1953. Surviving him are his wife; three daughters, Mrs. Olen Shane, Mrs. Gilbert Rankin, and Miss Jean Brewer; and one son, Chester L. Brewer, Jr.

Mr. Brewer was graduated from the high school at Evansville, Wisconsin, in 1894; attended Beloit College, Beloit, Wisconsin, for one year; and the University of Wisconsin three years. Subsequently he enrolled in advanced courses at Columbia University, New York City.

He was a member of varsity athletic teams at the University of Wisconsin, 1897-1899, in football, rowing, baseball, and track. During the summer of 1900, he played an outfield position for the Chicago American League baseball team. He then turned his attention to athletics and physical education in colleges and universities. Institutions and positions held are listed chronologically.

1900 to 1903. Albion College, Albion, Michigan. Director of Physical Education and coach of all intercollegiate teams.

1903 to 1910. Michigan State Agriculture College (now named Michigan State College), East Lansing, Michigan. Director of Physical Education and Athletics and, at various times, coach of all sports.

1910 to 1917. University of Missouri, Columbia, Missouri. Director of Athletics and Physical Education. In his first year he was head coach of football, basketball and baseball but subsequently delegated coaching duties to others and concentrated on administrative and teaching work. He became an astute business manager who turned athletic profits into expansion of facilities and broadened his program so that all of the students could participate in sports and games.

1917 to 1922. Mr Brewer returned to his former post at Michigan State College. However, he was immediately given a leave of absence to direct sports and recreation programs in the army camps during World War I. He served under the Commission on Training Camp Activities, and administered the athletic programs in more than 70 camps in the Southwest. After peace was declared, he returned to East Lansing as Professor of Physical Education and Director of Athletics.

1922-23. University of California, College of Agriculture, Davis, California. In addition to normal duties as Director of Athletics, Mr. Brewer assisted in organizing the California State High School Athletic Association.

1923 to 1953. University of Missouri. For 12 years he was Director of Athletics and Physical Education. He resigned as Director of Athletics in 1935 and confined his duties to teaching. In 1946, at the age of 70, he became Professor of Physical Education (limited service) but continued as a part-time teacher until a month before his death.

In a special tribute published in the Kansas City Star, April 21, 1953, C. E. McBride, former sports editor, wrote:

> "I have never known a finer man than Chet Brewer. He was a builder of an athletic empire at the University of Missouri and, in the true sense of the phrase, he was a builder of character. His moral code, his athletic standards, and his sportsmanship ethics were the highest. He lived the kind of life he taught his athletes to live. He was the teacher who followed his own teachings."

The reference to the athletic empire concerned Mr. Brewer's ability to promote and plan expansion of facilities. During Mr. Brewer's tenure, a few pastures and one gymnasium were transformed into a plant consisting of excellent playfields and running track, a stadium with 30,000 seating capacity, a baseball grandstand, and a field house.

Mr. Brewer did not confine his interests to school affairs. He was a member of several national organizations and of numerous community and state groups. In almost every instance, he became an officer in every organization he joined. Among those of national character were:

National Collegiate Athletic Association. (Past vice-president and member of Executive and Nominating Committees.)
College Physical Education Association. (Past president)
National Council of the American Physical Education Association.
American Association for Health, Physical Education and Recreation.
National Basketball Rules Committee.
Intercollegiate Football Rules Committee.

Civic, church and state organizations which he served were:

Columbia Country Club (Charter member, past president, board of directors)
Phi Gamma Delta (alumni advisor)
Rotary Club of Columbia (Past president)
Chamber of Commerce (Past president)
Boy Scouts of America (President of Mid-Missouri Council for 7 years)
Masonic Orders (Shrine, Knight Templar)
American Legion.
Episcopal Church of Columbia (Treasurer and layman delegate to national conferences)
Tiger Hotel Company (Director and stockholder)
Missouri State Athletic Commission (Chairman)
Boone National Savings and Loan Association (Director).
Brotherhood of Protective Order of Elks
Community Chest Fund Drive (Chairman, 1950).
Civilian Defense, World War II. (Director, Columbia area).

When the field house which Mr. Brewer promoted and planned was completed in 1930, the Board of Curators of the University of Missouri officially recognized his efforts by naming it Brewer Field House. Then, in 1950, the Alumni Men's Association commissioned J. Scott McNutt to paint a portrait of Mr. Brewer. The portrait hangs in the corridor of the field house as a constant reminder to all of the tremendous contributions made to the youth of his time by Mr. Brewer.

Respectfully submitted,

H. H. House, Chairman
George L. Rider
Guy W. Nesom

In Memorium
Jean Marius Gelas

Born on December 22, 1879, at St. Priest, France, Jean Gelas lived with his family at Cannes on the Riviera until coming to America in 1902. He died on February 10, 1954 in Orlando, Florida after a brief illness. He was buried in the College Cemetery at Hamilton College.

The sone of a famous French fencing master who was personal instructor to the late King Edward VII of England, Jean Gelas attended the Joinville Ecole Normal Militaire d' Escrime et de Gymnastisque where he received his degree as master of fencing. At the time of graduation he was the Number 1 man in foils out of an entering class of one hundred and thirty five students. Before entering school he had been instructed in fencing by his father, and at the age of five he and his younger brother were asked to put on exhibition matches at various benefits in Cannes.

After his graduation Jean Gelas came to the United States as an instructor in fencing at Springfield College. In 1916, he accepted the assistant mastership of swords at the U. S. Military Academy at West Point where he remained until 1921 when he moved on to Hamilton College as a professor of physical education, at which institution he remained until his retirement in 1946.

Working with A. I. Pettyman, director of athletics at Hamilton College, Jean Gelas was instrumental in developing a program of physical education providing for instruction in all sports, and which is a required part of the curriculum for all students at Hamilton College.

Professor Gelas successfully coached fencing at Hamilton for over 25 years, his team winning over half of their matches against Columbia, Cornell, Dartmouth, Army, Navy, Princeton, Syracuse and NYU. Among his many pupils were Henry Morgenthau, Adolphe Menjou, Jay Fassett and several United States Olympic performers.

Professor Gelas joined the College Physical Education Association in 1927 and was an active member in the affairs of the Association until his retirement in 1946 at which time the Association recognized his contributions to the physical education profession by voting him an honorary membership.

He married the former Mollie Roberts of New Hartford in 1930. At the time of his death he was survived by his widow, two nephews of Boston and several nieces and nephews in France.

NOMINATIONS

Mr. President and Members of the C.P.E.A.:

According to the provisions of Article II - Section 2 of the constitution: "The officers of the association shall be elected from the active membership at the time of the annual business meeting, after being proposed by a nominating committee consisting of three active members appointed by October 1, preceding the annual business meeting at which it is to report. Additional nominations may be made from the floor at the annual business meeting. A two-thirds favorable vote shall be necessary for the election of the officers providing Article V, Section 1 of the By-Laws not be violated." (quorum 35 members present).

Many nominations were received by the members of this committee and the complete active membership roster was studied. It was the purpose of your committee to select nominees who would give this organization able and aggressive leadership.

The committee of Paul Cieurzo, R. T. Kretchmar and S.B. Sudduth respectfully submits the following Nominations:

Secretary-Treasurer:	Richard E. Jamerson
Vice President:	Al Lumley
President:	Seward Staley

S.B. Sudduth, George Peabody College
P.A. Cieurzo, Rhode Island University
R.T. Kretchmar, Oberlin College

COMMITTEE REPORT

PROBLEMS OF COLLEGE PHYSICAL EDUCATION

TO: The President and the Executive Committee, College Physical Education Association.

FROM: The Committee on Problems of College Physical Education.

1. A meeting of the Committee was held during the Chicago conference to plan the 1954 program. At this time it was decided that the Committee reports would deal with operational principles rather than the report of studies conducted throughout the country. In this connection each Committee member agreed to prepare a statement of principles judged to be valid through experience or through research conducted over the years. This is with a view of presenting guides for the upgrading of all facets of the physical education program.
2. The work of the Committee during the 1954 period consisted of the following activities:
    a. Dr. McDonough conducted a survey including all graduate schools seeking reports on research underway and studies completed as an aid to the members of the Committee and the Association. In this connection, reports were selected for Part One of the program and studies were disseminated among the Committee members to be used as a resource in preparing the operational principles report.
    b. Correspondence with members of the Committee and others interested in problems of college physical education.
    c. Advising students on the selection of studies consistent with the reports of the Problems Committee.
    d. Acting on requests for support of the C.P.E.A. in connection with proposed studies.

Recommendations:

1. That the Committee on Problems of the College Physical Education Association be continued. It is suggested, however, that the personnel of the Committee be reviewed in connection with the policy on rotation of membership.
2. That in order to accomplish the activities of the Committee, $50.00 be made available.

Respectfully submitted,

D. K. Brace
Charles A. Bucher
H. Harrison Clarke
A. S. Daniels
L. M. Jones
L. F. Keller
C. V. Langton
T. E. McDonough
William F. Meredith
Harry Scott
Raymond A. Snyder
A. H Steinhaus
C. H. Young
Leonard A. Larson, Chairman.

REPORT OF THE COMMITTEE ON RESOLUTIONS

Carl A. Troester, Jr.

American Association for Health, Physical Education, and Recreation

1. WHEREAS the welfare of intercollegiate athletics has been and is, a subject of considerable concern to the College Physical Education Association,

   BE IT THEREFORE RESOLVED

   THAT the College Physical Education Association support all efforts directed toward establishing desirable athletic practices at each educational level to the end that physical education may contribute most effectively to the development of the participant, and

   BE IT FURTHER RESOLVED

   THAT the College Physical Education Association continue to urge college presidents and administrators to secure qualified professional personnel to teach, coach, and administer their sports programs in order that such programs may yield the maximum educational values.

2. WHEREAS the College Physical Education Association jointly sponsored the recent National Conference on Physical Education for College Men and Women in Washington, D.C., with the National Association for Physical Education of College Women and the American Association for Health, Physical Education and Recreation,

   BE IT THEREFOR RESOLVED

   THAT each member of the College Physical Education Association be encouraged to acquaint himself and his colleagues with the Conference findings, and to assume personal responsibility for improving programs of physical education for college men and women.

3. WHEREAS the College Physical Education Association has previously adopted resolutions relating to the improvement of preparation of personnel in health education, physical education, and recreation,

   BE IT THEREFORE RESOLVED

   THAT the College Physical Education Association reaffirm its special

concern for the adequate professional preparation of prospective elementary school teachers in health education, physical education, recreation, and

BE IT FURTHER RESOLVED

THAT this resolution be forwarded to appropriate officials in the National Council for Accreditation of Teacher Education and in the American Association of Colleges for Teacher Education.

4. WHEREAS the College Physical Education Association has approved joint sponsorship of a National Conference on Intramurals for College Men and Women in Washington, D.C., during the 1955-56 academic year, with the National Association for Physical Education of College Women and the American Association for Health, Physical Education, and Recreation,

   BE IT THEREFORE RESOLVED

   THAT the College Physical Education Association and its individual members offer to the Conference Planning Committee any assistance that they may request.

5. The College Physical Education Association wishes to express its thanks and appreciation to the following guest speakers at our 58th annual convention for their contributions in making this convention a stimulating and satisfying experience:

   John J. Theobold, President, Queens College
   John A. Krout, Vice-President and Provost, Columbia Univeristy

6. The College Physical Education Association also wishes to thank the Local Hospitality and Publicity Committees for their fine cooperation and assistance toward the success of this convention.

Respectfully submitted,

Carl A. Troester, Jr., AAHPER
James W. Long, Wake Forest College
George Stafford, University of Illinois

REPORT OF TEACHER EDUCATION COMMITTEE

The Committee has held two meetings in 1954. At its meeting in New York City in April plans were formulated for the pre-convention sessions on teacher education which were held yesterday. A total of 24 persons were on the program for those sessions while approximately 100 others attended. Many participated in the discussions.

The Committee was invited to make suggestions for the programs on professional preparation in health education, physical education and recreation education which will be held in Chicago at the Conrad Hilton Hotel on Friday and Saturday, February 25-26, 1955.

The Committee held its second meeting of the year yesterday and agreed (1) to sponsor another pre-convention meeting on teacher education in 1955 if approved by the Executive Council and (2) to meet in Chicago in February, 1955 at the time of the A.A.C.T.E. meetings with representatives in teacher education from the National Association of Physical Education for College Women to discuss possible projects in professional preparation which might be undertaken jointly by men and women engaged in college physical education.

Respectfully submitted,

C. O. Jackson, University of Illinois
J. E. Nixon, Stanford University
Karl C. H. Oermann, Pittsburgh U.
Henry Shenk, University of Kansas
Carl L. Nordly, Chairman,
University of Minnesota.

REPORT OF REPRESENTATIVE TO THE

AMERICAN COUNCIL ON EDUCATION

John O. Jones, University of Illinois Chicago Branch, represented the Association at the Thirty-seventh Annual Meeting of the American Council on Education in Chicago, October 14-15, 1954.

After opening addresses by Chairmen Henry T. Heald and Gordon K. Chambers of Kenyon College, papers were presented by Joel K. Hildebrand, Professor Emeritus of Chemistry, University of California, Howard W. Odum, Director, Institute for Research in Social Science, University of North Carolina, and Douglas Bush, Professor of English, Howard University.

In open discussion, following the presentation of prepared papers, there seemed to be some agreement that the privately endowed institution will not plan to expand to meet the demand of many who will seek college entrance but will become more selective. At the same time it was pretty generally agreed that methods of selection must be set up other than the usual one of academic grade.

It appeared that the tax supported institutions will bear the brunt of the load through expansion of existing institutions, by building new institutions, and by developing new programs with emphasis upon terminal two-year programs.

Respectfully submitted,

William F. Meredith, President.

REPORT OF REPRESENTATIVES TO

THE ARMED SERVICES COMMITTEE

Mr. President and Members of the College Physical Education Association:

The Armed Services Committee, sometimes referred to as the Joint Committee on Relationships with the Armed Forces, was established in November 1948. This Committee is a joint AAHPER and Armed Services committee to which annually, since December 1950, the CPEA has appointed two representatives. At its first meeting, the Committee drew up fourteen "Practical Problems Requiring Coordinated Efforts Of Armed Forces and AAHPER To Solve." Since then, the work of the Committee has centered around the solution of these problems.

The Committee, until late this year, had remained relatively dormant for approximately two years. During this time its principle accomplishment was the providing of consultants for the preparation of the 174-page AIR FORCE SPORTS MANUAL, which as AFM 34-10, was published March 1, 1954. Three of the four professional consultants who, in April 1953, devoted a full week in Washington to this task, were members of the CPEA.

The Committee, which includes members of the Armed Services as well as members of our profession, met at the Pentagon in Washington, D. C. on October 25 and December 6 of this year, generally for the purposes of:

1. Reviewing what had been done on the fourteen "practical problems" defined by the Committee in 1948.
2. Following up on the October 1951 submission by the Committee to the Department of Defense, of eleven evaluation reports on World War II programs of physical training, physical reconditioning, athletics and recreation, and which had not been acknowledged or acted upon, and
3. Getting the strongest possible statement from the Armed Services relative to
   a. the inadvisability of granting college credit in physical education for military experience, and
   b. the inadvisability of permitting substitution of ROTC for physical education in the college requirement for men.

The CPEA was represented at the December meeting by your chairman. Action resulting from the two meetings and plans for future action are as follows:

1. A letter is being prepared for dispatch to the Secretary of the Department of Defense requesting a statement from each of the Armed Services relative to its appraisal of the need for

physical education for ROTC students in colleges and universities.

2. Consideration is being given to resubmitting the Committee's evaluations of World War II programs of physical training, physical reconditioning, athletics and recreation for whatever response deemed appropriate by the Armed Services, on this occasion submission to be directly to the Secretary of each concerned Armed Service.
3. Consideration is being given to seeking an audience with representatives of the American Council on Education and the United States Armed Forces Institute with a view toward encouraging them to issue a statement which would provide college registrars with sound guidance relative to the granting of credit for military experience in lieu of required physical education for male students.
4. If conferences are held with the American Council on Education and the United States Armed Forces Institute and if the need for a letter to the Secretary of Defense relative to the granting of physical education credit for military experience is recognized therat, the Committee will then dispatch such a letter.
5. The next meeting of the Committee has been set tentatively for January 1955 at the Pentagon in Washington, D. C.

Pursuant to the above, your representatives on the Armed Services Committee recommend the following:

1. That the CPEA indicate its desire to the AAHPER that the Committee remain active and that CPEA representation thereon be continued.
2. That the CPEA continue the practice of appointing one of its representatives from in or near Washington, D. C. to facilitate his participation in Committee activity and his attendance at meetings with representatives of the Armed Services.
3. That the CPEA continue to induce qualified personnel in the areas of physical education, athletics, recreation and rehabilitation to seek and maintain active reserve status in the Armed Services, being alert always for opportunities to participate in the planning and conduct of these programs in their respective services.
4. That members of the CPEA make known to their representatives on the Armed Services Committee the nature of the action they deem indicated for the Committee.

Respectfully submitted,

B. E. Phillips, Chairman
Veterans Administration

A. R. Barr
Southern Methodist University.

REPORT OF
JOINT COMMITTEE ON PHYSICAL EDUCATION AND ATHLETICS

(N.C.A.A., C.P.E.A. and A.A.H.P.E.&R.)

1. Names and addresses of Committee Personnel.
   (a) Representing C.P.E.A.:
   Turner, Marshall, Johns Hopkins University — 1955
   Nichols, J. H., Oberlin College — 1954
   Keller, L. F., University of Minnesota — 1956
   (b) Representing N.C.A.A.:
   Breckler, P. M., State University of Iowa — 1955
   Danford, Howard, Florida State University — 1957
   Fraley, Lester, University of Maryland — 1956
   (c) Representing A.A.H.P.E.&R.:
   DeGroot, Dudley, U. S. Army, Germany — 1955
   Hobson, Howard, Yale University — 1956
   McDonough, T. E., Emory University — 1954 (Chairman).
2. Functions of the Committee.
   (a) To study, discuss and make recommendations on problems of mutual interest in the fields of physical education and athletics for men.
   (b) Formulates plans for the composition and distribution of factual information of national interest pertaining to physical education and athletics.
3. Annual Meeting.
   (a) The annual meeting was held at the New Yorker Hotel, New York City, Tuesday, December 28, 1954.
   (b) Finances.

ASSETS		120.05
Balance January 1, 1954		
Received from N.C.A.A. — November 1954	25.00	
Received from C.P.E.A. — November 1954	25.00	50.00
		$170.05
EXPENDITURES		
Trip to St. Louis, Missouri to attend Athletic Division and Equipment and Supplies Meetings, November 1954	97.64	
Miscellaneous Expense	10.36	108.00
BALANCE		$ 62.05

   (c) Discussed the possibility of The National Association of Intercollegiate Athletics having representatives on The Joint Committee on Physical Education and Athletics. No recommendation. Formal application must be made to the respective organizations

for review.

(d) Report on the Washington Conference on Physical Education for College Men and Women was given by T. E. McDonough.

(e) Report on the Organizational Meeting of the Men's Athletic Division of the A.A.H.P.E.&R. at St. Louis, Missouri was discussed at some length.

Men's Athletic Division Takes Shape

The St. Louis organization meeting of the new Men's Athletic Division on Nov. 8 explored ways in which the Division can play an effective role in the A.A.H.P.E.&R. and the N.E.A.

A tentative list of sections was prepared. Discussion centered chiefly on the names, functions, and members of two of these sections: Sports Reporting and Athletic Administrators. Another area explored was the relations of the new division to the Physical Education Division. Suggested projects for the division to undertake included (1) establishment of standards in athletics, (2) study of elementary competition, and (3) setting up state requirements for certification of athletic coaches for secondary schools.

The forty-two participants represented 16 collegees and universities, 6 boards of education, 2 state departments of education, and the Athletic Institute; also represented were N.C.A.A., N.A.I.A., A.C.E., N.S.B.A., C.Y.O., Y.M.C.A., and the A.A.U. . . Ray O. Duncan was Chairman. Clifford L. Brownell outlined the background leading to the formation of the Division, from the action of the Board at the National Convention in New York to the June 16 meeting in Washington that planned the November meeting.

Letters from Walter Byers, Executive Secretary N.C.A.A. and Dr. Carl Troester, Executive Secretary A.A.H.P.E.&R. describing differences of opinion in regard to set up and functions of the new Men's Athletic Division, were read by members of the committee. This matter was referred back to the executive secretaries for further clarification.

(f) Report on Equipment and Supplies Council.

Council on Equipment and Supplies
Will Issue a Purchasing Guide

At the second meeting of the Council on Equipment and Supplies in St. Louis, Nov. 7, steps were taken to prepare a Guide to Purchasing Sports Equipment and Supplies. To insure that the Guide will be based on actual problems, a questionnaire will be submitted to educators, distributors, manufacturers, and purchasing agents. Heading the Committee to prepare the questionnaire is Blair Gullion of Washington University. Ted Bank and Marvin Shutt will assist him.

Projects approved for Council action at the Washington meeting in June were discussed. These included bid buying, a code of buying and selling ethics, and traveling displays. . . Chairman of the meeting was Blair Gullion.

* * * *

Back in Washington there was a further development. A meeting was held with representatives of the Sport Fishing Institute to discuss the possibility of establishing an Outing Activities Group within the new Council. Enthusiasm was expressed for the formation of such a group. Suggestion was that this group be divided into two subdivisions, one on

fishing activities and the other on hunting activities.

(g) Dr. L. F. Keller, Assistant Director of Athletics, University of Minnesota, was elected Chairman of the Committee.

(h) Under new business the following topics were discussed:
  (1) Study functions of Joint Committee on Physical Education and Athletics.
  (2) Future projects.

(i) Unfinished business.
  (a) Proposals by Executive Secretary of the N.C.A.A.: Walter Byers, in a letter to the chairman, suggested that the committee: (1953)
    1. Take steps toward improving the preparation of men for athletic administration, and
    2. Improve the opinions of the public relative to physical education courses as "snap" courses for athletes.

  Members of the committee discussed at some length the following suggestions:
    1. Let's locate the six or eight journals most likely to be read by college administrators, deans, and other faculty members of administrative importance.
    2. Let's locate six writers in the field of physical education who can write stories for these magazines relative to the basic principles of administration applied to athletics, relative to the preparation of athletic coaches and other cogent matters.
    3. Let's encourage these writers to prepare an article or so a year for submission to these magazines so that such journals as may be found under (a) above will be tempted to publish material which will do something by way of cultivating an improved understanding of our problems on the part of college administrators. We might very well tap such journals as School and Society, the Journal of Higher Education, The American School Board Journal, etc.

Respectfully submitted,

Thos. E. McDonough, Chairman
Emory University.

COORDINATING COMMITTEE ON COLLEGIATE PROBLEMS OF TEACHER EDUCATION
REPORT OF REPRESENTATIVE ON THE COMMITTEE

The Committee met in Chicago on February 10th and in Buffalo on June 20. The February meeting was devoted to discussion of expanding the cooperative relationships with the American Association of Colleges for Teacher Education. These discussions were focused upon planning for the forthcoming meetings on teacher education, publishing a yearbook on teacher education which would include contributions from various professional groups represented on the Coordinating Committee and encouraging review and criticism of a statement of "Principles for College Teachers of Education".

At the June meeting the Committee met with some of the officers of the A.A.C.T.E. Preliminary plans were made then for joint meetings of professional groups engaged in teacher education with the American Association of Colleges for Teacher Education. The A.A.C.T.E. agreed to furnish rooms for meetings without charge to groups concerned with professional preparation in various subject areas. All members of the C.P.E.A. are urged to attend these meetings. The following is a brief summary of the plans for some of them.

Professional groups in health education, physical education and recreation will hold meetings in the Conrad Hilton Hotel, Chicago, Feb. 25-26. The A.A.C.T.E. is cooperating in plans for joint meetings on professional preparation which will afford C.P.E.A. members opportunity to exchange views on teacher education with deans and college presidents represented.

The morning of February 25 will be devoted to cooperative effort in the development of evaluative criteria in brief form for submission to the National Council for Accreditation of Teacher Education at a later date. The afternoon program includes a joint meeting of college teachers of education with the A.A.C.T.E. designed to explore how various professional groups can coordinate their efforts. An outstanding educator will speak on a topic dealing with balance in the curriculum at the night session.

The next morning a two-hour session will follow up the meeting on Friday night. Groups consisting of deans and college presidents and representatives of subject fields will discuss curriculum patterns in teacher education. Each discussion will be preceded by a presentation of a curriculum in teacher education from a different institution.

The Saturday sessions will be concluded with a Report by the Chairman of the Committee for the Improvement of Professional Preparation in Health Education, Physical Education and Recreation. William F. Meredith, President of the C.P.E.A. Implications of trends in teacher

education for professional preparation in the three areas will then be discussed.

Respectfully submitted,

Carl L. Nordly, University of Minnesota

REPORT OF THE REPRESENTATIVE TO THE NATIONAL COMMITTEE FOR THE IMPROVEMENT OF PROFESSIONAL PREPARATION IN HEALTH EDUCATION, PHYSICAL EDUCATION AND RECREATION.

Your representative attended the meeting of the Committee at the Hotel Statler, in New York City on April 18, 1954 preliminary to the Convention of the American Association for Health, Physical Education and Recreation.

The officers for 1954-56:
Chairman, William F. Meredith, College Physical Education Association
Vice-Chairman, William L. Hughes, Athletic Institute
Secretary-Treasurer, H. J. Kilander, American School Health Association
Members-at-large, Minnie L. Lynn, National Association for Physical Education for College Women
Sterling S. Winans, American Institute of Park Executives

1. The Treasurer reported as follows:

Balance on Hand	$105.50
Receipts-Contributions from sponsoring organ's	150.00
	$255.50
Disbursements	$ 45.02
Balance on Hand, April 20, 1954	$310.48

2. Chairman's Report:
The Chairman reported on his activities as liason with the Coordinating Committee on Collegiate Problems of Teacher Education and the American Association of Colleges of Teacher Education (AACTE).
In addition he informed those present of the plans for the National Council on the Accreditation of Teacher Education (NCATE) to take over the work of evaluation. This focused attention on the revision of the evaluative schedules in the three fields with which the Committee is concerned.
3. Association Reports were made as follows:
American Association for Health, Physical Education, Recreation — Carl Nordly
American Institute of Park Executives, Sterling S. Winans
American School Health Association, H. F. Kilander
Athletic Institute, William L. Hughes

College Physical Education Association, William F. Meredith
College Recreation Association, William M. Grimshaw
National Association for Physical Education for College Women, Minnie L. Lynn
National Recreation Association, W. C. Sutherland
Society of State Directors of Health, Physical Education, Recreation, Joe G. Neal
Other sponsoring associations were not represented.

4. Revision of Evaluative Schedules:

Following the elections of the American Association for Health, Physical Education and Recreation, William L. Hughes, Vice-Chairman of this Committee and Chairman of the AAHPER Section on Professional Education was asked to serve as over-all chairman of a committee to revise the schedules for the three areas, both long and short forms, with the three coordinators of the Professional Education Section (AAHPER), H. F. Kilander, Joy W. Kistler and Earl Kauffman representing Health Education, Physical Education and Recreation, respectively to serve as chairmen of revision Committees in their respective areas.

Plans are now going forward in setting up the committees in order that they may start to function immediately upon receipt of instructions from NCATE. A meeting to discuss concrete plans was held here on Monday, December 27.

The next meeting of the Committee will be held in connection with the AACTE Meeting in Chicago on February 24, 1955.

Respectfully submitted,

William F. Meredith,
University of Pennsylvania

FOURTH NATIONAL CONFERENCE ON HEALTH IN COLLEGES

The Fourth National Conference on Health in Colleges was held in New York City, May 5 - 8, 1954. This Conference was the fourth of a series which began in 1931, the second and third were held in 1936 and 1947.

The objectives of the Conference were: (1) To consider ways for protecting and improving the health of college students through comprehensive and integrated programs of health service and health education. (2) To formulate suggestions for relating college health programs to all other college functions.

Forty-six organizations, of which your Association was one, sponsored the four-day working conference, chaired by Dr. Dana L. Farnsworth. Delegates from the CPEA and other national physical education and recreation associations worked as a committee under the leadership of Dr. Carl Nordly.

The committee, in working toward the general objectives of the conference, considered the opportunities in physical education and recreation that add to the health of students, faculty, and other college personnel. In doing so, it accepted the World Health Organization's definition of health. ("Health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.") The Committee also considered the impact of social and economic forces on health; the cooperative and coordinated relationships with units both from within and outside the college; and the specific contributions of physical education and recreation to the objectives of general education, as set forth by the President's Commission on General Education, with reference to the health of students and staff.

A proceedings of the Conference will be available in the near future and may be purchased through the National Tuberculosis Association, 1790 Broadway, New York 19, New York.

Respectfully submitted,

L. Carroll Adams
Columbia College
Columbia University

REPORT OF THE COMMITTEE ON REVISION,

CONSTITUTION AND BY-LAWS, 1954

The revision Committee, whose names appear below, recommend adoption of the following Constitution and By-Laws by the Association. Proposed changes result from careful study by the Committee, including comments solicited and obtained from more than thirty (30) influential members of the Association; plus additional comments from the membership following their receipt of the first revision draft in June, 1954.

Respectfully submitted,

Carroll Adams, Columbia University
C. J. Alderson, University of Texas
K. O. Duncan, University of West Virginia
King McCristal, Michigan State College
C. V. Langton, Oregon State College
R. E. Jamerson, University of North Carolina
C. R. Brownell, Teachers College, Columbia University, Chairman.

REPORT OF THE COMMITTEE ON OPERATING CODES

During the past two years, it has been the purpose of the Committee on Operating Codes to endeavor to revise the codes for the various standing committees. It was decided that the codes shall spell out quite definitely the functions of each committee, eliminate overlapping and duplication, and provide for continuity.

1. During the present year, the various members of the committee again were asked to make suggestions regarding each code.
2. As a result of the suggested corrections by the various members, a copy of the code with some of the suggested corrections was sent to each committee chairman along with a copy of Section IV of Article 8 of the revised constitution.
3. It was then suggested that each committee chairman endeavor to rewrite the present code of his committee to include the six items listed as follows:
    a - Name
    b - Purpose
    c - Organization
        1, 2, 3, etc., including membership, selecting members to the committee, selection of chairman, number of committee members, selection by some sort of geographic distribution, term of members (Term should be three years in length and should be rotating. Therefore, it seems advisable that standing committees should be made up of three, six, nine, or twelve members.), resignation of members, chairman elect, etc.
    d - Conduct of Business
    e - Duties of Committee Chairman and Committee Members
    f - Amendment of Code
4. Due to the fact that the new constitution was not yet adopted at the time of this report, and because there was talk of districting and problems of tenure of committees, it was impossible to put any codes in a final form. Consequently, it is recommended that this committee be continued and that the membership and chairman be rotated at the discretion of the new President.

Respectfully submitted,

L. C. Adams
G. Anderson
C. J. Alderson
R. A. Snyder
H. A. Scott
L. A. Hess, Chairman.

REPORT OF POLICIES COMMITTEE

1. Purpose: To assist Secretary in compilation of Policy Book.

2. Action: Have progressed as far as feasible pending final acceptance of report of Constitution Committee.

3. Recommend: Committee be continued.

Respectfully submitted,

Harry A. Scott, Chairman
Teachers College,
Columbia University

REPORT OF THE PUBLIC RELATIONS COMMITTEE OF THE C.P.E.A.,

December 29, 1954

Conducting effective public relations in physical education in higher education is one of the major problems facing our profession in 1954. It is the intention of the Public Relations Committee to present herein a plan for work on this problem. Briefly, the plan is as follows:

1. Identify the existing public relations problems of physical education in higher education. Give study to those problems which seem to be impairing professional progress.
2. Identify the media by which public relations in physical education can be affected. (Examples: personal conference, radio, public addresses, television, printed materials, and other audio-visual aids).
3. Identify the "publics" who need attention in public relations. (Example: students-faculties-legislators-taxpayers-parents).
4. Prepare sample public relations approaches for each of these "publics" (3 above).
5. Prepare statements, based on facts, identifying: a. "The Place of Physical Education in Higher Education" and "The Place of Physical Education in the American and World Cultures".
6. The Committee will avail itself of the counsel of professional public relations personnel.
7. The Committee will prepare for use, appropriate public relations materials.
8. The Committee will work cooperatively with other professional physical education organizations, for the purposes of sharing information and avoiding duplications in the services rendered.

The Committee will establish a publicity service for the C.P.E.A. This service will be designed to inform the public, principally through news releases, of the professional activities of the membership in C.P.E.A.

It is recommended that the C.P.E.A. allocate $100 for the new committee to use in defraying public relations expenses.

The Committee further recommends that the new Public Relations committee be authorized to approach educational foundations for the purposes of procuring financial aid to facilitate carrying out the proposed plans.

Respectfully submitted,

PUBLIC RELATIONS COMMITTEE
of the C.P.E.A. — 1954

REPORT OF THE TESTS AND MEASUREMENTS COMMITTEE FOR 1954

The Committee was primarily concerned with completing two projects which were started last year. The first entailed working out the statistics for the Basketball Skill Test which was given to approximately five hundred college students at various universities. The second item involved continuing negotiations with Educational Testing Service in hopes of developing a plan for constructing tests in Physical Education.

The test items which appear in the Basketball Test (see appended sheet) were gleaned from the literature and were validated by comparison of varsity with non-varsity performers. The t-test results were all higher than the 1% level of significance. One test, lay-up shots for 30 seconds, had to be dropped from the battery because of differences in administration.

Negotiations with Educational Testing Service have been in progress since September 24, 1953. Although the development of tests for Physical Education would represent a new departure for ETS, the mem bers of that organization seem receptive to the idea. The Chairman of the Tests and Measurements Committee spent two days discussing the problem with key people in ETS in New York City during the Invitational Conference of ETS on October 29-30, 1954. The following comments are verbatim quotes from a letter from one of the Associate Directors of ETS and are a direct result of our conference in New York.

"As you requested, we have considered ways in which ETS might cooperate with the College Physical Education Association in the development of tests of knowledge and skill in various sports. Following are some suggestions we would like to offer at this time. These are not developed in detail, but rather describe in fairly broad terms the extent to which we might participate in such a project.

We would be glad to arrange to distribute such tests through the Cooperative Test Division. As you know, this is the Division in ETS that handles tests that may be purchased by schools and colleges. As a nonprofit organization, we would base prices on what it would cost us to print and distribute the tests. It should be pointed out that unless a substantial number, - in the neighborhood of 8,000 copies of any one test - are distributed annually, the costs to the purchasers would be high. A sizeable market would be especially important if there were any thought of making an arrangement whereby prices would be set to cover not only printing and distribution but to allow for an income that could be used for the development of additional tests.

The major problem is of course the development of the tests to be distributed. We do not feel that we are in a position to construct them without some financial support. The suggestions we are making therefore include ways in which such support might be obtained.

One possibility for developing these tests is for the College Physical Education Association to contract with us for this work. Under a contractual arrangement, we could take full responsibility for the preparation of the tests to the point where they would be ready for distribution. We would of course seek the advice and assistance of people suggested by the Association, in the planning and construction of the tests. Members of committees who would assist us could contribute their services, or the contractual aggreement could provide for honoraria. We would hope, also, that there would be sufficient interest in this project so that we would be assured of cooperation in the administration of experimental tests at various institutions.

The cost to the Association would depend on how many and what tests are constructed. It would seem most practical to start with a small number of tests - perhaps two or three - for popular sports of different types. Additional instruments could be constructed at a later date on the basis of the experience with the development and distribution of the first few. The cost of writing the items and preparing copy for printing for a 30-minute test of knowledge about a sport might be approximately $1500. We hesitate to estimate the cost of preparing a measure of skill without knowing for what sport the test is to be constructed. However, there is good reason to believe that such an instrument would be considerably more expensive than a pencil-and-paper test and that the cost would increase with some relationship to the increased complexity of the sport.

Another possibility is for a group of colleges to contribute a sufficient sum to underwrite the initial costs of the development of the tests. Our work under such an arrangement would be very much the same as it would be on a contractual basis. However, in this case, an accounting system could be set up so that the income from the sale of the tests would be credited against our expenses and any excess revenue could be refunded to the cooperating institutions up to the amount of their initial contributions.

A third alternative is one where we would serve as technical advisers or consultants to the Association which would take responsibility for the construction of the tests. Under this type of arrangement, the Association could use our services to whatever extent its budget would permit. Consulting fees could be arranged on a per diem basis, or in terms of a lump sum for an agreed-upon amount of service. Our usual per diem fee is $75 plus expenses. We could also make arrangements for whatever statistical services might be necessary.

If the work were done under a consulting arrangement, one of our staff members could meet with the Association Committee that would develop the tests, to aid in the over-all planning of the test construction program. Another meeting could be devoted to instructing the group on test construction techniques. Then the committee could write items that could be sent to our consultant for review. After he reviewed the items, there could be another meeting of the group to select the questions that should go into an experimental form. The experimental form could then be administered and the results sent to us for statistical analysis. After the statistical analysis has been completed, there could be another session at which the items for the final form could be chosen. After the final form has been administered, we could again do whatever statistical work

is necessary or desirable for the development of interpretative data that will give meaning to the scores.

The consulting procedure just described is of course particularly applicable to the construction of paper-and-pencil tests. The procedures for the development of performance tests would no doubt be somewhat different. These would very likely necessitate some observation of actual performance, collection of records, and perhaps subjective as well as statistical analyses leading to the preparation of appropriate scoring systems.

We have done the former type of consulting work with individual colleges, state boards, and school systems. They have found it a very satisfactory and economical way in which to produce tests for specialized fields or for unique purposes. It has meant, however, that their faculties or committees have been willing to donate their services to this kind of activity."

The Chairman would like to point out a few advantages of a joint-venture with ETS. A tie-up of this sort would give the work of the Tests and Measurements Committee the continuity which it now lacks. ETS has a national reputation and tests coming from this source would have the hallmark of quality. ETS is a full-time testing organization and has the necessary help needed for planning, statistical work, advertising and distribution of tests.

Respectfully submitted,

H. S. Brown
R. J. Donnelly
Troy Hendricks
Joy Kistler
Arthur Koski
J. W. Masley
B. H. Massey
L. W. McCraw
K. D. Miller
H. J. Montoye
E. W. Seymour
P. A. Hunsicker, Chairman.

BASKETBALL SKILL TEST

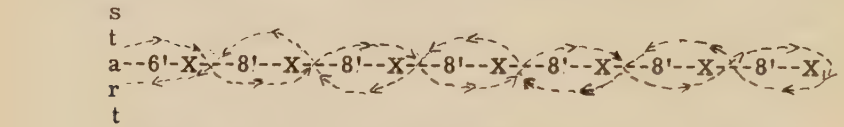
Description of tests:

Test 1. Foul shots - Number made out of 20 attempts.

Test 2. Dribble, straight away - 90 feet and return. Use a chair at the 90 foot mark for subject to dribble around. Record time to the nearest 1/10th of a second for man to dribble the total 180 feet.

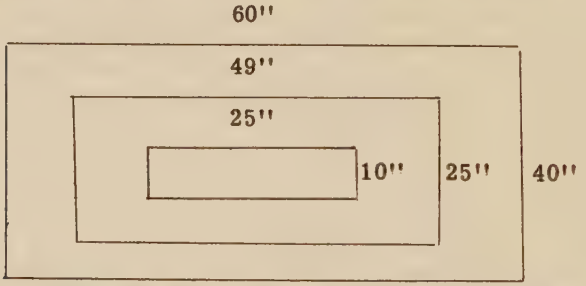
Test 3. Chest pass - Subject stands behind a restraining line which is 10 feet from a wall of brick, tile or hard wood. On signal "go" subject chest passes ball against the wall and catches return. He continues the process as fast as possible for 30 seconds. Record the number of passes that he completes.

Test 4. Dribble around obstacles - arrange seven chairs as indicated:



On the signal "go" the subject dribbles around the chairs as indicated. Record time to the nearest 1/10th of a second.

Test 5. Target passing test - Mark off a target on a wall so that the bottom border of the outer rectangle is 14 inches above the floor. Draw a restraining line 40 feet from the target. Allow ten trials with either an overhand or hook pass. Score three points for hitting the inner rectangle; two for the middle one; and one for the outer rectangle. Record total number of points.



Test 6. Combination Long Shot-Short Shot-& Dribble -- Arc is drawn on floor tangent to free throw circle at point directly in front of basket (radius of 21 feet).
Subject tries for long shot from outside the arc, goes in for follow-up shot and after he makes it, dribbles out beyond the arc for another long shot, follows again for short shot. Continues for two minutes. Score is total of points made counting two for each long shot made and one for each short shot made. (He must

continue to shoot until he makes each short shot each time before he dribbles out for another long shot.) One point is deducted each time he violates the rules in dribbling. Subject may dribble in making his short shot if he cares to do so.

Percentile Scale

Percentile	Test 1	Test 2	Test 3	Test 4	Test 5	Test 6
90	15	10.1	31	12.4	19	20
80	13	10.4	29	13.0	18	18
70	11	10.7	28	13.5	17	17
60	10	11.0	27	14.0	16	16
50	9	11.3	26	14.4	14	14
40	8	11.6	25	14.8	13	13
30	7	12.1	24	15.3	11	12
20	6	12.6	23	16.2	10	11
10	4	14.6	21	17.7	8	9
N	549	553	573	557	554	142

WHAT IS THE EFFECT OF PHYSICAL EDUCATION AND ATHLETICS UPON COLLEGE MEN?

T. K. Cureton
University of Illinois

The Need to Know the Effects Produced by the Programs:

A review of the literature of college physical education and athletics shows a remarkably small amount of material of a scientific nature to indicate the direct improvement in attitudes, information and performance abilities of participants in these programs which are operated largely upon faith and popular interest. The attempt to seriously study the anatomical, physiological and psychological effects of physical education and athletics is only of very recent origin. From the standpoints of knowing what we are accomplishing and also for providing such data for the interest of other professions, such data seem to be needed to mark the maturing of Physical Education and Athletics as a professional field.

Much attention has been given to administrative matters in this organization to see that programs are operated, promoted, taught and paid for within the scope of available budgets. Professional status has been championed upon the basis of rather flimsy grounds, resolutions passed upon the basis of belief and faith, reflecting a natural occupational bias, in the attempt to equalize the importance of athletics and required physical education. The next step would logically seem to be to mobilize what evidence there is for internal use within our own group as well as for use with other groups which may have some interest in what we are doing.

At least twenty-five years have been devoted to developing the movement of tests and measurements and research. Many tests have been devised and a great number of these are in use to measure the effects of the programs in terms of the abilities, performances and achievements of the students in the classes and in voluntary groups. A good deal of research ahs been accumulated, most of which has never come to print being available only in thesis form. Perhaps 5 per cent of the available evidence is in commonly available form to the profession of education but nearly the entire body of evidence is still unknown to the public at large. What can be done about this? Anyone outside of this field attempting to evaluate the worth of this field would certainly find it hard to get at the available material. There would also be the question why such a little bit of evidence has been mobilized by an organization which has been in existence as long as this one. Several other professional groups, such as, physiologists, psychologists and medical science have been zeal-

ous to preserve the evidence of their fields. It is not realistic to believe that these other fields are responsible for the study of our field. Graduate work has been established in Health, Physical Education and Recreation for the express purpose of determining the contribution which our field makes to human personality, physical performance and fitness. After some twenty-five years of the operation of graduate work what are the findings? As one reads the literature in print and also the theses, one is impressed with how much "round about talk" exists, how concerned the group is about other matters (athletic scholarships, rank and title, grades, credits, etc.) rather than the philosophy of this field based upon sound data which evaluate the results. Other groups preserve their data, publish many detailed cse studies and struggle to endow research so that more may be known.

Three Kinds of Evidence:

There are three types of evidence which is already in partial existence:

1. Direct Evidence---obtained from the actual programs in operation rather than from laboratory animals or other artifically arranged substitutes which are devoid of the interest and emotional stimuli of the real programs.
2. Associated Evidence---obtained data which show relationships between variables which may be suggestive of possible effects of physical activity but not direct proof.
3. Indirect Evidence---obtained from physiological psychological and anatomical laboratory situations which offer evidence as to principles which may be involved.

To make these types clear, arguments have been advanced for many years concerned with the presumed advantages of the required program over the optional program, with little solved and almost no real evidence cited. This has also been true with respect to the effect of weight lifting over games and calisthenics, or the value of gymnastic programs of apparatus over those of team games. Some of our students glibly recite the principles, such as, the "over-load" principle without knowing in reality any of the effects which would indicate a real overload. A commonly noted difficulty is the attempt to apply principles worked out in hospitals, hide-bound by medical ethics and policy, to the normal exercise and sports field. Physiologists write books who have, in some cases, never studied the direct effects of games and sports on many individuals. In fact, the more serious evaluation of physical education and athletics is attempted by people who are working outside the field of Health, Physical Education and Athletics, as may be typified by the Baruch Committee Report on Physical Fitness. No wonder there is such a dearth of evidence, and such difference of opinion. Aren't we mature enough yet to advance our own case?

While some evidence is available, it is scattered and relatively unorganized. The publication of the book, Research Methods in Health, and Physical Education was a good step in spite of the feeling and expressed opinion by some that we were not ready for such a job. A review of the published evidence shows some 200 articles worthy of citation, and some 150 unpublished thesis abstracts culled from a large collection of 1200 collected by the Research Council Members of the American Association of Health, Physical Education and Recreation offer worthy support for College Physi-

cal Education and some difficulties, accidents and injuries.

Some supporting evidence has been appearing in the F.E.I.P. (International Federation of Physical Education), in the Internationale Federation de Medico Sportive, in the Lingiad Reports, and reports of the International Symposium of Sports Medicine and Physiology at the Olympic Games. Several good bibliographies of the related foreign literature are available due to Montoye's Committee in Phi Epsilon Kappa and in summaries of the International Conference on Physical Education and Sports for Youth, held in 1953, by the Connecticut Valley Colleges. Actually, there is question whether the evidence from Swedish, South African, Belgian, German and Norwegian publications does not outdo our own efforts, which are as yet quite uncoordinated for the moblization of evidence. Perhaps, some group outside of physical education will take over this function, such as the International Federation of Sports Doctors, but few such medical doctors study sports in our graduate schools.

Recommendations

In view of the situation, the committee is prompted to make the following recommendations:

1. That the available evidence for the value of college physical education and athletics on men be pulled together and integrated into a summary under one cover by this committee, like what was done with the volume on Research Methods Applies (1949; revised, 1952).
2. That a program section be provided for hearing such evidence annually at the convention of the College Physical Education Association, organized and conducted by the committee.

Therefore, I move that this report be accepted and referred to the EXECUTIVE COUNCIL for implementation in any way that it might see fit.

Respectively submitted,

Thomas Kirk Cureton, Jr.
(Chairman).

TREASURERS REPORT

December 1, 1953 to December 1, 1954

BALANCE: December 1, 1953		Cash on Hand	849.12
		Reserve	1537.79
			$ 2386.91
INCOME:			
Membership Dues (429)	2145.00		
Banquet Tickets (99)	396.00		
Luncheon Tickets (55)	167.25		
Interest on Reserve	62.42		
Sale: Proceedings	273.75		
Facilities Book	156.00		
	$ 3200.42		3200.42
TOTAL INCOME AND RESERVE, 12-1-54			$ 5587.33
EXPENSES:			
Convention: Banquet and Luncheon Hospitality hour, operators fees, general expenses	600.00		
Publicity	159.35		
Programs	34.40		
Name Tags (1954)	62.87		
Postage and Envelopes	17.63		
Stationery and Envelopes	95.45		
Office Expense (Telegram)	52.80		
Refund of Dues	1.21		
Mailing Charge (Facilities Bk.)	3.00		
Address Plates	11.15		
Proceedings	11.67		
Handling Chgs. Proceedings	1423.23		
American Council on Education	64.46		
National Conf. on Hygiene	50.00		
Joint Comm. NCAA-AAHPER	53.00		
President's Expenses	25.00		
Secretary-Clerical & Services	70.70		
	300.00		
TOTAL EXPENSE	$ 3033.92		$ 3033.92
TOTAL CASH AND RESERVE: 12-1-54			$ 2553.41
LESS RESERVE			1600.21
CASH BALANCE; December 1, 1954			$ 953.20

Respectfully Submitted,
R. E. Jamerson, Secretary-Treasurer

COLLEGE PHYSICAL EDUCATION ASSOCIATION

EXECUTIVE COUNCIL MEETING

December 28, 1954

Present: W. F. Meredith, President; S. C. Staley, Vice-President; R. E. Jamerson, Secretary-Treasurer; E. D. Mitchell; F. J. Holter, Jr.

1. Approved report by Secretary-Treasurer.

2. Approved policy relative to proceedings reports as follows:

   All papers to be limited to basic essentials of topic. In no case shall papers exceed 2000 words, including committee reports.

   The editor shall have the authority to make deletions or changes necessary to conform to this policy.

3. Recommend that the Finance Committee provide a fund for use by the President in executing his duties. Normally all of his expenses should be borne by his institution; therefore, this fund is to serve only as an emergency fund.

Respectfully submitted,

R. E. Jamerson, Secretary-Treasurer

COLLEGE PHYSICAL EDUCATION ASSOCIATION

EXECUTIVE COUNCIL MEETING

December 30, 1954

Present: S. C. Staley, President; A. E. Lumley, Vice-President; R.E. Jamerson, Secretary-Treasurer; W. F. Meredith; E. D. Mitchell.

1. Approved policy relative to convention dates as follows:

   The official convention shall be a three day meeting. This does not prevent any group from meeting before the convention, but such groups shall not be included in the official program, nor shall any papers or summaries be a part of the proceedings.

2. Voted to consider request of Public Relations Committee for $100.00 upon written presentation from the committee of purposes for which the money is to be used.

3. Voted to hold the 1955 convention in Florida. The city to be determined at a later date after the President has had time to investigate possible sites.

4. Instructed Secretary to write E. C. Davis for information of west coast members, that this Council will give support, as members, to holding the annual convention in the western part of the United States in the near future.

5. Approved request of President to appoint a committee to study the over all organization of the Association.

Respectfully submitted,

R. E. Jamerson, Secretary-Treasurer

COLLEGE PHYSICAL EDUCATION ASSOCIATION

BUSINESS MEETING

December 29, 1954

The Fifty-Eighth Annual Meeting of the College Physical Education Association was held in New York City, on December 29, 1954. The meeting was called to order by President William Meredith at 3:00 P.M., in the Hotel New Yorker. Approximately one hundred and seventy members were present.

The Secretary read the minutes of the Executive Council meeting and moved their acceptance, second by T. E. McDonough, passed.

The Treasurers report was read with a motion that it be accepted, second by T. E. McDonough, passed.

President Meredith called for reports of the various committees as follows: (Discussion comments appear here, detailed reports by committee chairman appear elsewhere in the Proceedings).

Construction and Equipment. Don Seaton, chairman. No report.

Curriculum Research. C. C. Cowell, chairman, moved acceptance, second by F. V. Hein, passed.

Film Projects. F. V. Hein, chairman, moved acceptance, second by H. W. Schnell, passed.

Foreign Relations. E. F. Ziegler, chairman, moved acceptance, second by W. M. Staton, passed.

Intramural Sports. A. H. Rhoads, chairman, moved acceptance, second by H. A. Scott, passed.

Membership. A. H. Kroeten (report by G. Van Bibber), chairman, moved acceptance, second by G. F. Anderson, passed. New members asked to stand and be recognized and welcomed.

Reports of CPEA Representatives.

American Council on Education. W. F. Meredith, moved acceptance, second by H. A. Scott, passed.

Armed Services Committee. B. E. Phillips, moved acceptance, second by W. M. Staton, passed.

College Committee on Physical Education and Athletics. T. E. McDonough, moved acceptance, second by L. C. Adams, passed.

Coordinating Committee on Collegiate Problems of Teacher Education. C. L. Nordly, moved acceptance, second by K. W. Bookwalter, passed.

National Committee for the Improvement of Professional Preparation. W. F. Meredith, moved acceptance, second by W. M. Staton, passed.

National Health Congress. L. C. Adams, moved acceptance, second by T. E. McDonough, passed.

Reports of Presidents Committees.

Constitution Revision. C. L. Brownell, chairman, moved acceptance, second by George Van Bibber, passed. Recommended that committee be discontinued.

Districting of CPEA. G. W. Howard, chairman, moved acceptance, second by C. L. Nordly. After the report had been discussed by the membership D. Oberteuffer moved that the report be referred back to the committee for further study, second by W. L. Hughes, passed.

Operating Codes. L. A. Hess, chairman, moved acceptance, second by H. A. Scott, passed.

Policies. H. A. Scott, chairman, moved acceptance, second by G. W. Howard, passed.

Public Relations. A. E. Lumley (report by R. J. Francis), chairman, moved acceptance, second by L. O. Jones. After considerable discussion from the floor G. W. Howard moved that the report be received and referred to the Executive Council for study before final acceptance, second by J. O. Kistler, passed.

Necrology. H. H. House Chairman. Report on loss of Chester L. Brewer and Jean M. Gelas from our membership. Membership observed moment of silence in respect to departed members of the Association.

Nominations. S. B. Sudduth, (report by P. A. Cieurzo), Chairman, presented the following slate of officers: President, S. C. Staley; Vice-President, A. E. Lumley; Secretary-Treasurer, R. E. Jamerson; moved acceptance, second by L. O. Jones, passed. President Meredith asked for nominations from the floor for the office of president; H.A. Scott moved nominations close, second by C. L. Brownell, passed; secretary instructed to cast unanimous ballot for office of president. President Meredith asked for nominations from the floor for the office of vice-president; C. L. Brownell moved nominations close, second by L. O. Jones, passed; Secretary instructed to cast unanimous ballot for office of vice-president. President Meredith asked for nominations from the floor for office of secretary-treasurer; G. W. Howard moved nominations close, second by H. A. Scott, passed; Secretary instructed to cast unanimous ballet for the office of secretary-treasurer.

Problems of College Physical Education. L. A. Larsen (report by L. A. Keller) chairman, moved acceptance, second by H. A. Scott, passed.

Required Service Program. H. W. Schnell, Chairman, moved acceptance, second by G. W. Howard, passed.

Resolutions, C. A. Troester, Chairman, moved acceptance, second by L. C. Adams. K. W. Bookwalter moved to table resolutions report, second by F. V. Hein, motion lost. H. A. Scott moved to accept report when revised in accordance with wishes of membership as discussed from floor, second by L. C. Adams, passed.

Teacher Education. C. L. Nordly, Chairman, moved acceptance, second by C. L. Brownell, passed.

Special Awards. J. H. Shaw, chairman, moved acceptance, second by C. R. Fall, lost. There was considerable discussion from the floor. The committee was thanked for their fine work but the concensus of the membership was that the report should not be approved in the interests of the association.

Tests and Measurements. P. A. Hunsicker, chairman, moved acceptance, second by C. L. Palmer, passed.

The President asked Tom Cureton to give a summary of preliminary work leading to the possibility of establishing a committee to work on a project relating to the effects of physical education and athletics on men and boys.

There being no further business the meeting was adjourned on a motion by H. A. Scott, seconded by G. W. Howard and passed with a standing ovation in recognition of the fine work of President Bill Meredith for 1954.

Respectfully submitted,

R. E. Jamerson,
Secretary-Treasurer

COLLEGE PHYSICAL EDUCATION ASSOCIATION

CONSTITUTION

ARTICLE I - NAME

Section 1 - The organization shall be known as the COLLEGE PHYSICAL EDUCATION ASSOCIATION FOR MEN.

ARTICLE II - OBJECTIVES

Section 1 - Objectives of the ASSOCIATION relate to the advancement of physical education in institutions of higher learning, including: the basic instructional program; intramural athletics; teacher education; and such other activities as may be assigned to a given college department. More specifically, the objectives are:

a. To awaken and promote an intelligent interest in and improvement of teaching and administrative standards.
b. To acquire and disseminate accurate professional information.
c. To establish techniques of promotion that insure an adequate and comprehensive program.
d. To pursue research that advances the profession of physical education.
e. To assist all members of the ASSOCIATION in accomplishing the above objectives.

ARTICLE III - MEMBERSHIP

Section 1 - The ASSOCIATION shall consist of members as hereinafter provided.

ARTICLE IV - GOVERNMENT

Section 1 - The government of the ASSOCIATION shall be vested in an Executive Council, officers, committees, and members as hereinafter provided.

ARTICLE V - SECTIONS

Section 1 - The ASSOCIATION may establish sections within its organizational structure as hereinafter provided.

ARTICLE VI - MEETINGS

Section 1 - The ASSOCIATION shall conduct annual and special meetings as hereinafter provided.

ARTICLE VII - AMENDMENTS

Section 1 - This Constitution may be amended at any regular or special meeting of the ASSOCIATION, or by mail vote. A favorable vote of three-fourths (3/4) of the members present at a regular or special business meeting, or a majority of the current membership by mail vote, shall be required for amendment; no mail vote shall be valid beyond thirty (30) days after official notification. In either case (regular or special meeting) a quorum must take action as hereinafter provided.

BY-LAWS

ARTICLE I - MEMBERSHIP AND DUES

Section 1 - There shall be two (2) types of membership: active members and honorary life members. All members shall have equal voting privileges. Active members, only, shall pay dues -- as provided in Sections 2, 3, and 4 below.

Section 2 - Active members are men actively engaged in teaching or administering one or more components of college physical education, men with teaching experience pursuing graduate study, or men engaged or interested in allied fields.

a. The Membership Committee, as provided in Article VIII, Section 4 shall review the qualifications of all applicants for active membership and report its findings to the Secretary-Treasurer. A satisfactory report by the Membership Committee shall empower the Secretary-Treasurer to carry the person on the membership roster, so long as he remains in good standing as provided in the following Section.

Section 3 - Active membership dues shall be five-dollars ($5.00) per fiscal year -- as provided in Article X, Section 5 -- payable to the Secretary-Treasurer upon official notification by him. Members delinquent in their annual dues for a period of one (1) year shall be dropped from the rolls; reinstatement consists of paying the annual current dues.

Section 4 - Honorary life membership may be conferred upon Active members or former Active members by a two-thirds (2/3) affirmative vote at a regular business meeting. Honorary life members shall enjoy all the rights and privileges of active members except the payment of dues.

ARTICLE II - EXECUTIVE COUNCIL

Section 1 - The Executive Council shall consist of the President, President-Elect, the immediate Past-President, the Secretary-Treasurer, and one (1) Member-at-Large as provided in Articles III and IV below. All members of the Executive Council shall have equal voting powers.

Section 2 - The Executive Council shall manage the general affairs of the ASSOCIATION, except as hereinafter specified. These general affairs shall consist of: (a) fulfilling directives given to it by the membership at the annual business meeting, or by mail vote; (b) presenting matters of policy to the membership at the annual business meeting, or by mail vote, for adoption or ratification; (c) acting for the ASSOCIATION between annual meetings; and (d) maintaining an active professional program throughout the year.

ARTICLE III - OFFICERS AND DUTIES

Section 1 - Officers of the ASSOCIATION shall consist of the President, President-Elect, and Secretary-Treasurer.

Section 2 - The President shall preside at all ASSOCIATION and Executive Council meetings, and appoint all committees as prescribed in Article VIII. He shall call and make appropriate arrangements for the place and conduct of all meetings of the ASSOCIATION and Executive Council as provided in Article VI. He shall supervise the program planning for all ASSOCIATION meetings as provided in Section 3 below. He shall provide for an annual audit of the Secretary-Treasurer's accounts as provided in Section 4 below. He shall serve as an ex-officio member of all committees as provided in Article VIII.

Section 3 - The President-Elect shall, during the absence of the President, perform all duties of the President and, if the office of President becomes vacant, the President-Elect shall succeed to the presidency for the unexpired term. The President-Elect shall succeed to the presidency at the normal expiration of the President's term of office as provided in Article IV. The President-Elect shall plan the ASSOCIATION program for its regular annual meeting, under the supervision of the President as stipulated in Section 2 above.

Section 4 - The Secretary-Treasurer shall perform all duties usually incumbent upon these offices, edit and cause to be published the Proceedings of the annual meeting and other publications, in accordance with Article IX, collect dues, pay ASSOCIATION bills on approval by the President, assume general charge of all monies belonging to the ASSOCIATION, render a financial account to members at the annual business meeting, and conduct mail voting procedures as authorized by the President. The Secretary-Treasurer shall be bonded by the ASSOCIATION to the sum of one-thousand dollars ($1000.00) per annum. He shall receive the sum of three-hundred dollars ($300.00) per year for clerical and other services, if funds permit as determined by the Executive Council.

ARTICLE IV - ELECTION OF OFFICERS AND THE COUNCIL MEMBER-AT-LARGE

Section 1 - Officers and the Council Member-at-Large shall be elected by the membership at the annual business meeting. A Nominating Committee, consisting of three members, shall be appointed by the President at least three (3) months preceding the annual business meeting at which officers and the Council Member-at-Large are to be elected. The Nominating Committee shall prepare a slate of three names for each office and for the Council Member-at-Large. Additional nominations may be made from the floor at the annual business meeting. A majority vote, with a quorum present, shall be required for election: if no candidate receives a majority on the first ballot, the two candidates receiving the highest number of votes shall then be voted upon. Elections shall be by secret ballot.

Section 2 - Officers and the Council Member-at-Large shall be elected for one (1) year, extending from the close of the annual meeting at which they are elected to the close of the next annual meeting at which their successors are elected. If for some unusual reason a quorum be not present at the election of officers -- as provided in Article VII, Section 1 -- the incumbent officers and Council Member-at-Large shall remain in their respective positions for the ensuing year.

Section 3 - The President, President-Elect, and Council Member-at-Large shall not immediately succeed themselves in the same office, except as specified in Section 2 above. The Secretary-Treasurer may be reelected from year to year at the pleasure of the membership.

Section 4 - Vacancies, except as provided in Article III, Section 3, shall be filled by the Executive Council pending the regular election.

ARTICLE V - SECTIONS

Section 1 - The ASSOCIATION may establish sections within its organizational structure to promote the activities of professional-interest groups. Examples are: basic instructional program; intramural athletics; teacher education; inter-collegiate athletics; and others.

Section 2 - The membership may authorize the establishment of any given section at a regular business meeting by majority vote, upon written application by twenty-five (25) current members stating the purpose and function of the proposed section, and upon recommendation by the Executive Council -- provided a quorum takes action as prescribed in Article VII.

Section 3 - Each section shall pursue professional activities throughout the year, and may conduct a section meeting in conjunction with the regular annual meeting of the ASSOCIATION open to the entire membership.

Section 4 - The ASSOCIATION may abolish a given section at a regular business meeting by a two-thirds (2/3) majority vote provided a quorum takes action as prescribed in Article VII.

ARTICLE VI - MEETINGS

Section 1 - The ASSOCIATION and its Executive Council shall each hold at least one annual meeting at the time and place designated by the Executive Council.

Section 2 - Special meetings of the ASSOCIATION and/or the Executive Council may be called by the President upon authorization by the Executive Council.

ARTICLE VII - QUORUM

Section 1 - A quorum to conduct ASSOCIATION business at its regular annual meeting, or by mail vote, shall consist of not less than fifteen percent (15%) of the current membership. No mail vote shall be valid after thirty (30) days from the date upon which the question was mailed by the Secretary-Treasurer to the members for action.

Section 2 - A quorum of the Executive Council shall consist of at least three (3) members including the President, or the President-Elect duly authorized by the President to act for him.

ARTICLE VIII - COMMITTEES

Section 1 - Committees shall be designated as President's Committees, Continuing Committees, Standing Committees, and Joint Committees.

Section 2 - President's Committees shall be appointed by the President and expire with his term of office.

Section 3 - Continuing Committees shall be authorized by the membership at a regular business meeting, or by mail vote. Continuing Committee members shall be appointed by the President and approved by the Executive Council. A Continuing Committee is one whose assignment extends beyond the term of office for which the President is elected, but which deals with a specific project or problem of terminal nature. Such committees shall continue until discharged by official action of the membership at a regular business meeting, or by mail vote.

Section 4 - Standing Committees shall be authorized by the membership at a regular business meeting, or by mail vote. Standing Committee members shall be appointed by the President and approved by the Executive Council. A Standing Committee is one assigned a given task which, of necessity, extends indefinitely. Such committees shall follow the policy of rotating membership and number of members as determined by the Executive Council, with no person appointed for a period to exceed three (3) consecutive years. Standing Committees presently recognized

by the ASSOCIATION are: constitution revision; construction and equipment; curriculum research; film projects and television; finance; foreign relations; historical records; intramural sports; membership; necrology; problems of college physical education; required service program; teacher education; resolutions; and nominations.

Section 5 - Joint Committees shall be authorized by the Executive Council and appointed by the President. A Joint Committee is one that deals with a specific project or problem in cooperative relationships with one or more other associations or organizations.

Section 6 - Each Continuing Committee and Standing Committee shall prepare an operating code which is to be approved by the Executive Council.

Section 7 - All committees shall report at each annual meeting as determined by the Executive Council.

ARTICLE IX - PUBLICATIONS

Section 1 - The official publication of the ASSOCIATION is the Proceedings which contains a record of activities carried on throughout the year, culminating in the annual meeting.

Section 2 - The Secretary-Treasurer shall be responsible for editing and publishing the Proceedings as soon as practicable after each annual meeting, and for the distribution of free copies to all members in good standing.

Section 3 - The Secretary-Treasurer shall arrange for the publication and distribution of such other materials as the Executive Council may direct.

ARTICLE X - FINANCE

Section 1 - Monies obtained by the ASSOCIATION shall be allocated to the: (a) operating budget; or (b) permanent fund.

Section 2 - The operating budget shall contain those funds deemed necessary by the Executive Council to carry on the work of the ASSOCIATION throughout the fiscal year, including the annual meeting.

Section 3 - The permanent fund represents those monies that accumulate from time to time in excess of the operating budget. The Secretary-Treasurer shall invest these sums upon recommendation by the Finance Committee (as defined in the following Section) and as approved by the Executive Council.

Section 4 - A standing committee, known as the Finance Committee and conducting its affairs under the direction of the Executive Council, shall: (a) prepare annually the operating budge; and (b) make recommendations to the Executive Council on the investment of surplus funds.

Section 5 - The fiscal year shall extend from Dec. 1, to Nov. 30.

ARTICLE XI - RULES OF ORDER

Section 1 - Except as otherwise specified in this Constitution and By-Laws, Robert's Rules of Order shall govern all parliamentary procedure of the ASSOCIATION.

Section 2 - The President shall appoint a qualified parliamentarian to serve at all official meetings of the ASSOCIATION and Executive Council.

ARTICLE XII - AMENDMENTS

Section 1 - These By-Laws may be amended at any regular or special meeting of the ASSOCIATION, or by mail vote. A favorable vote of two-thirds (2/3) of the members present at a regular or special business meeting, or a majority of the current membership by mail vote, shall be required for amendment; no mail vote shall be valid beyond thirty (30) days after official notification. In either case (regular or special meeting) a quorum must take action as provided in Article VII.

ROLL OF MEMBERS - 1955

(Corrected to March 20, 1955)

ALABAMA

Baughman, W. J., PhD,	University of Alabama (1948)
Flowers, H. A., M. A.,	State Teachers College, Florence (1948)
Salls, D. J., M. A.,	State Teachers College, Jacksonville (1948)
Watson, E. G., EdD.,	Troy State Teachers College (1952)

ARIZONA

Lavik, R. H., M. A.,	Arizona State College (1951)
Thomson, R. G., M. A.,	Arizona State College (1954)

ARKANSAS

Hendricks, Troy, EdD.,	University of Arkansas (1949)
Moore, G. C., PhD.,	University of Arkansas (1954)
Morrow, A. H., M. A.,	Philander Smith College (1954)

CALIFORNIA

Cooper, J. M., EdD.,	University of Southern California (1954)
Crawford, W. H., EdD.,	University of California, Riverside (1947)
Davis, E. C., PhD.,	University of Southern California (1932)
Groot, E. P., B.M.A.,	Hamilton AFB, Hamilton California (1950)
Fredericks, J. W., EdD.,	University of Southern California (1934)
Harder, Theodore, M. A.,	University of California, Santa Barbara (1949)
Harkness, W. W., M. A.,	San Francisco State College (1949)
Hewitt, J. E., EdD.,	University of California, Riverside (1953)
Hollingsworth, C. B., M. A.,	University of California, Los Angeles (1948)
Johnson, E. L., EdD.,	Whittier College (1954)
Jumonville, F. J., EdD.,	Los Angeles State College (1954)
Kasch, F. W., M. S.,	San Diego State College (1948)
Kaywood, Richard, EdD.,	Santa Barbara College (1949)
Massey, W. W., PhD.,	University of California, Los Angeles (1955)
McCormick, H. J., EdD.,	Sacramento State College (1941)
Miller, B. W., PhD.,	University of California, Los Angeles (1943)
Miller, H. G., M. A.,	University of Southern California (1954)
Nixon, J. E., EdD.,	Stanford University (1949)
Pape, L. A., EdD.,	Fresno State College (1949)
Richardson, D. E., EdD.,	University of California, Los Angeles (1953)
Rowen, Victor, EdD.,	San Francisco State College (1953)

Snyder, R. A., EdD., University of California, Los Angeles (1946)
Terry, W. L., M. S., San Diego State College (1948)
Toomey, I. F., B. S., University of California (1935)
Vandenburgh, W. G., EdD., Fresno State College (1952)
Williams, J. F., MD., Carmel, California (1919) Honorary
Young, C. H., EdD., University of California, Los Angeles (1948)

COLORADO

Bartelma, D. C., EdD., University of Colorado (1948)
Davis, J. S., EdD., Colorado A & M College (1954)
Doubenmier, J. S., M. A., Colorado State College of Education (1949)
Vavra, C. G., B. A., University of Colorado (1954)
Wedemeyer, R., M. A., University of Denver (1946)

CONNECTICUT

Blesh, T. E., PhD., Yale University (1951)
Fait, Hollis, PhD., University of Connecticut (1953)
Field, D. A., PhD., Bridgeport University (1951)
Jessup, H. M., M. A., Danbury State Teachers College (1955)
LoMaglio, P. A., B. S., Hillyer College (1954)
Martin, J. F., B. A., Wesleyan University (1924)
McCurdy, H. G., M. A., Wesleyan University (1925)
McDowell, O. W., M. A., New Haven State Teachers College (1947)
Meyers, C. R., EdD., Yale University (1948)
Oosting, Ray, M. Ed., Trinity College (1927)
Van Bibber, E. G., EdD., University of Connecticut (1938)

DELAWARE

Jackson, E. L., M. Ed., Delaware State College (1951)

DISTRICT OF COLUMBIA

Anderson, G. F., EdD., AAHPER, 1201 Sixteenth St., N.W. (1953)
Anderson, J. M., PhD., AAHPER, 1201 Sixteenth St., N.W. (1948)
Barnes, S. E., M. A., Howard University (1951)
Burr, J. H., M. Ed., Howard University (1935)
Chambers, J. T., M. Ed., Howard University (1952)
Daves, J. H., M. S., Howard University (1954)
Davis, C. W., M. A., Miner Teachers College (1931)
Hart, T. A., M. S., Howard University (1951)
Krupa, J. H., EdD., George Washington University (1955)
Phillips, B. E., PhD., Veterans Administration, 3411 N St., N. W. (1949)
Troester, C. A., Jr., EdD., AAHPER, 1201 Sixteenth St., N. W. (1941)
Tyrance, H. J., PhD., Howard University (1948)

FLORIDA

Cherry, H. S., M. A., University of Florida (1951)

Danford, H. G., EdD.,	Florida State University (1947)
Miller, K. D., EdD.,	Florida State University (1949)
Price, Hartley, PhD.,	Florida State University (1947)
Schnell, H. W., M. A.,	University of Florida (1951)
Staton, W. M., EdD.,	University of Florida (1951)

GEORGIA

Cooper, G. F., Jr., M. A.,	Emory University (1950)
McDonough, T. E., M. A.,	Emory University (1937)
Miller, J. J., M.Ed.,	Emory University (1951)
Seymour, E. W., M.Ed.,	Emory University (1949)
Smith, E. B., M. A.,	University of Georgia (1947)

ILLINOIS

Bank, T. P., M. A.,	The Athletic Institute, Chicago (1949)
Beyer, E. F., M. S.,	University of Chicago (1949)
Boycheff, Kooman, PhD.,	University of Chicago (1949)
Breen, J. W., B. A.,	Lake Forest College (1947)
Brissman, L. C., M.Ed.,	Augustana College (1950)
Chrouser, H. C., M. A.,	Wheaton College (1954)
Cureton, T. K., PhD.,	University of Illinois (1929)
Erickson, C. E., EdD.,	Southern Illinois University (1955)
Fenstemacher, W.R., M.A.,	George Williams College (1949)
Florio, A. E., EdD.,	University of Illinois (1948)
Fordham, S. A., B. S.,	University of Illinois, Chicago (1948)
Gale, W. S., M. A.,	Wheaton College (1954)
Garner, G. W.	Western Illinois State College (1950)
Gedvilas, L. L., B. S.,	University of Illinois (1948)
Groves, W. H., PhD.,	Eastern Illinois State College (1953)
Hanson, R. W., M.Ed.,	West Illinois State Teachers College (1935)
Hein, F. V., PhD.,	American Medical Association (1948)
Hill, E. L., M. A.,	Illinois State Normal University (1950)
Hubbard, A. W., PhD.,	University of Illinois (1954)
Jackson, C. O., EdD.,	University of Illinois (1948)
Johnson, R. H., EdD.,	University of Illinois (1948)
Jones, J. W., M. S.,	University of Illinois, Navy Pier, Chicago (1947)
Kenney, H. E., M. S.,	University of Illinois (1950)
Knapp, C. G., PhD.,	University of Illinois (1954)
Kranz, L. G., BPE	Northwestern University (1930)
La Baw, N. L., M. S.,	Northern Illinois State Teachers College (1954)
Lundeen, V. C., M.Ed.,	Augustana College (1950)
Masley, J. W., M. A.,	Eastern Illinois State College (1947)
Mastrapaolo, J. A.,	University of Illinois (1954)
Merrick, R. D., EdD.,	Southern Illinois University (1954)
Metcalf, T. N., M. A.,	University of Chicago (1916)
Miller, L. H., B. S.,	University of Illinois (1948)
Moyle, W. J., B. S.,	University of Chicago (1954)
Nanovsky, John, Dir. PE.	Eastern Illinois State College (1954)
O'Connor, B. L., EdD.,	Illinois State Normal University (1954)
Reuter, E. R., M. S.,	University of Illinois (1951)

Robinson, G. F., M. A., Monmouth College (1949)
Seidler, A. H., PhD., University of Illinois (1954)
Shelton, R. E., B. S., University of Illinois (1954)
Shea, E. J., PhD., Southern Illinois University (1947)
Stafford, G. T., EdD., University of Illinois (1939)
Staley, S. C., PhD., University of Illinois (1926)
Steinhaus, A. H., PhD., George Williams College (1930)
Tighe, J. P., B. S., University of Illinois (1948)
Towner, J. H., B. S., 143 Elm St., Park Forest, Illinois (1948)
Trevor, D. S., M. S., Knox College (1954)
Warner, A. P., PhD., DePaul University (1954)

INDIANA

Beane, James, M.S., Dir.PE. St. Joseph College (1950)
Bookwalter, D. W., EdD., Indiana University (1938)
Boring, W. J., M. S., University of Indiana (Student) (1954)
Cowell, C. C., PhD., Purdue University (1947)
Daugherty, J. B., PhD., Indiana University (1952)
Erdmann, C. P., M. A., DePauw University (1951)
Fallon, T. W., M. A., Notre Dame University (1948)
Fritz, H. G., M. A., Indiana University (1950)
Gingerich, R. L., M. A., Goshen College (1950)
Harvey, R. R., M. A., DePauw University (1954)
Korsgaard, Robert, EdD., Ball State Teachers College (1954)
McCall, R. A., PhD., Ball State Teachers College (1954)
Morton, J. J., B. S., DePauw University (1954)
Napolitano, D. J., M. A., Notre Dame University (1948)
Patty, W. W., PhD., Indiana University (1949)
Scannel, J. A., EdD., Notre Dame University (1938)
Sturck, R. F., M. S., Hanover College (1949)
Wakefield, M. C., EdD., Indiana University (1948)
Walker, G. L., B. S., Butler University (1951)

IOWA

Alley, L. E., PhD., University of Iowa (1954)
Beebee, F. S., PhD., University of Iowa (1950)
Carter, R. A., B. S., Graceland College (1954)
Dennis, H. A., M. S., Graceland College (1954)
Garbee, E. E., EdD., Upper Iowa College (1951)
Heilman, C. L., EdD., Drake University (1949)
McCloy, C. H., PhD., University of Iowa (1929)
Peterson, C. T., M. S., University of Dubuque (1938)
Schmidt, H. J., B. S., Iowa State College (1954)
Schramm, Al, Loras College
Sill, F. D., PhD., University of Iowa (1954)
Truesdale, J. C., M. A., Grinnell College (1949)

KANSAS

Adee, Don, PhD., Ft. Hays Kansas State College (1947)

Evans, T. M., M. S.,	Kansas State College (1951)
Francis, L. A., M. A.,	Ft. Hays Kansas State College (1951)
Henry, D. W., M. A.,	University of Kansas (1954)
Knorr, F. G., M. S.,	Kansas State College (1948)
Pease, J. M., EdD.,	Kansas State Teachers College (1954)
Schnitzer, W. J., EdD.,	Kansas State Teachers College (1954)
Shenk, H. A., EdD.,	University of Kansas (1947)
Washburn, L. P., MPE.	Kansas State College (1947)

KENTUCKY

Heldman, J., Jr., M. A.,	University of Louisville (1948)
Seaton, D. C., EdD.,	University of Kentucky (1948)

LOUISIANA

Abadie, Ben, B. S.,	Tulane University (1954)
Adams, A. R., PhD.,	Centenary College (1955)
Harper, D. S., B. S.,	Southeastern Louisiana College (1950)
Kistler, J. W., PhD.,	Louisiana State University (1945)
Nesom, G. W., M. S.,	Northwestern State College (1957)
Walden, H. E., M. S.,	Louisiana College (1948)

MAINE

Addison, R. A., M. A.,	Bates College (1954)
Loebs, G. F., M. A.,	Colby College (1934)
Lux, L. H., EdD.,	Bates College (1947)
Meylan, G. L., MD.,	Casco, Maine (1903) Honorary (Columbia U.)
Sabasteanski, F. F., MED.,	Bowdoin College (1953)
Wallace, S. M., B. S.,	University of Maine (1931)

MARYLAND

Cochran, C. R. P., M. A.,	Johns Hopkins University (1954)
Fraley, L. M., PhD.,	University of Maryland (1950)
Humphreys, J. A., EdD.,	University of Maryland (1952)
Husman, B. F., EdD.,	University of Maryland (1955)
Johnson, W. R., M. A.,	University of Maryland (1952)
Massey, B. H., M. S.,	University of Maryland (1950)
Minnegan, Don, EdD.,	Towson Teachers College (1949)
Turner, M. S., Jr., B. A.,	Johns Hopkins University (1947)

MASSACHUSETTS

Afflect, G. B.,	Springfield College (1948) Honorary
Bullock, J. E., M. A.,	Williams College (1935)
Butova, H. A., B. S.,	American International College (1948)
Carpenter, P. R., B. A.,	Worcester Polytecnic Institute (1912) Honorary
Chaffee, C. C., M. A.,	Williams College (1938)
Champlin, E. H., MPE.,	Springfield College (1955)
Cisek, R. A., B. A.,	Boston University (1955)

Davis, J. F., B. S.,	University of Massachusetts (1955)
Delehanty, R. J., B.PE.,	Dartmouth College (1927) Honorary
Dunbar, H. F., Jr., EdD.,	Amherst College (1949)
Gallagher, H. W., B. S.,	Northeastern University (1954)
Harmon, J. M., EdD.,	Boston University (1933)
Lumley, A. E., M. A.,	Amherst College (1947)
Marsh, A. W., M.Ed.,	Amherst College (1921)
Morgan, C. W., PhD.,	Springfield College (1940)
Palmer, L. R., M. E.,	Tufts College (1948)
Richardson, E. E., M. A.,	Amherst College (1951)
Rostas, S. M., M.Ed.,	Amherst College (1947)
Shay, C. T., Sr., EdD.,	Springfield College (1949)
Shea, E. J., M. A.,	Tufts College (1953)
Sparks, R. E., M. A.,	Springfield College (1949)
Yeager, W. S., BPE.,	Tufts College (1927) Honorary

MICHIGAN

Antonacci, R. J., B. S.,	Wayne University (1951)
Beeman, N. F., M. A.,	Michigan State College (1949)
Cavanaugh, P. L., M. S.,	Detroit University (1953)
Donnelly, R. J., PhD.,	University of Michigan (1954)
Finch, R. W., M. A.,	Central Michigan College (1948)
Gary, M. J., M. A.,	Western Michigan College (1946)
Grambeau, R. J., M. A.,	University of Michigan (1954)
Hardy, Winfield, B. A.,	Emanuel Missionary College (1954)
Hedgecock, C. B., B. S.,	Northern Michigan College of Education (1954
Hunsicker, P. H., PhD.,	University of Michigan (1953)
Karas, Frank, M. A.,	Ferris Institute (1954)
Keller, L. F., PhD.,	University of Minnesota (1923)
Lasch, H. A., M. S.,	Kalamazoo College (1949)
Leibee, H. C., M. S.,	University of Michigan (1949)
McCristal, D. J., M. A.,	Michigan State College (1949)
McCulloch, J. H., M. A.,	Michigan State Normal (1916)
Mitchell, E. D., PhD.,	University of Michigan (1930)
Montoye, H. J., M. S.,	Michigan State College (1949)
Olds, L. W., D.Ph.	Michigan Normal (1951)
Standifer, J. W., M.Ed.	Ann Arbor, Michigan (1954)
Steen, Barney, M. A.,	Calvin College (1953)
Thompson, A. W., M. A.,	Wayne University (1949)
Webster, R. W., PhD.,	Michigan State College (1941)
Young, R. H., B. S.,	Michigan State College (1923) Honorary

MINNESOTA

Christenson, A. L., M. A.,	St. Olaf College (1948)
Christenson, I. A., M.Ed.,	Concordia College (1947)
Keller, L. F., PhD.,	University of Minnesota (1922)
Mueller, C. E., M. A.,	University of Minnesota (1954)
Nordly, C. L., PhD.,	University of Minnesota (1935)
Osell, C. R., M. A.,	University of Minnesota (1947)
Ostrander, M. E., M.Ed.,	University of Minnesota (1947)

Piper, R. A., EdD.,	University of Minnesota (1947)
Sokol, Paul, M.Ed.,	College of St. Thomas (1950)
Wells, W. M., M.Ed.,	University of Minnesota (1948)

MISSISSIPPI

Boydston, Donald, EdD.,	University of Mississippi (1951)
McMurrary, J. G., PhD.,	University of Mississippi (1947)

MISSOURI

Burrus, H. C., Jr., EdD.,	Washington University (1948)
Healey, W. A., Dir. PE.,	Northeast Missouri State Teachers College (1954)
Hindman, D. A., PhD.,	University of Missouri (1938)
Keller, J. O., M. A.,	University of Missouri (1949)
Matthews, Jack, EdD.,	University of Missouri (1941)
Peterson, H. D., Dir. PE.,	Northwest Missouri State (1954)
Stankowski, A. J., M. A.,	University of Missouri (1941)
Summers, W. H., M. A.,	Washington University (1946)
Williams, R. H., M. A.,	Park College (1951)

NEBRASKA

Brock, James, M. A.,	University of Omaha (1954)
Geir, J. G., M. A.,	University of Nebraska (1953)
Hamblet, R. W., M. S.,	University of Nebraska (1951)
Higginbotham, Ed., M. A.,	University of Nebraska (1953)
Lepley, H. L., M. S.,	University of Nebraska (1949)
Miller, C. E., M. A.,	University of Nebraska (1949)
Wear, C. C., PhD.,	University of Nebraska (1953)

NEW HAMPSHIRE

Evans, H. M., B. PE.,	Dartmouth College (1941)
Locke, E. A., MD.,	Williams College (1937) (Wilton, N. H.) Honorary
Nordyke, Ted., M.PE.,	Tilton School (1952)

NEW JERSEY

Conroy, J. J., EdD.,	Princeton University (1949)
DeRosa, Jerry, M. A.,	Montclair State Teachers College (1950)
DeFillippo, V. J., M. A.,	Seton Hall College (1939)
Little, George, B. A.,	Rutgers University (1921) Honorary
Misar, F. J., M. A.,	Stevens Institute of Technology (1948)
Raycroft, J. E., MD.,	Princeton University (1902) Honorary
Reed, J. J., M. A.,	Princeton University (1950)
Rockafeller, H. J., B. S.,	Rutgers University (1932)
Twitchell, A. W., M.Ed.,	Rutgers University (1953)
Volz, R. J., B. S.,	Princeton University (1950)
Williams, R. H., M. A.,	Stevens Institute of Technology (1951)

Zweidinger, W. E., M. A., New Jersey State Teachers College (1951)

NEW MEXICO

Delamater, J. B., M. A., New Mexico Tech (1947)
Settle, C., EdD., New Mexico Highlands University (1934)

NEW YORK

Adams, L. C., EdD., Columbia University (1937)
Alexander, L. A., M. A., University of Rochester (1931)
Baker, Charles, M. A., Pleasantville Cottage School (1955)
Baley, J. A., PhD., State University of New York (Cortland)(1955)
Balquist, J. W., M. A., Columbia University (1947)
Begelman, J. D., PhD., Hunter College (1951)
Bellows, H. A., M. A., Columbia University (1953)
Brownell, C. L., PhD., Teachers College, Columbia University (1920)
Bruce, R. M., M.Ed., U. S. Military Academy (1949)
Bucher, Charles, EdD., New York University (1954)
Burns, G. P., M. A., New York University (1947)
Campbell, L. D., EdD., State University Teachers College (New Platz) (1955)
Campbell, W., M.Ed., University of Rochester (1927) Honorary
Carolan, P. J., EdD., Cortland State Teachers College (1953)
Cole, R. J., M. A., Manhattan College (1948)
Economos, J. J., M.Ed., Brooklyn College (1948)
Elliott, E. S., MD., Columbia University (1931) Honorary
Fall, C. R., EdD., University of Buffalo (1948)
Febel, F., M.PE., University of Buffalo (1948)
Feld, A. A., Prof. Dip., Queens College (1955)
Fleischer, M. M., M. A., Hunter College (1953)
Foghia, G. F., M. A., Queens College (1955)
Garcia, Joseph, B. S., New York State College for Teachers (1955)
Grover, G. H., EdD., New York State Education Department (1955)
Hansen, Canute, D.D.S., The City College of New York (1925)
Hathaway, M. W., M. S., New York State College for Teachers (1955)
Havel, R. C., EdD., Columbia University (1951)
Hendrix, J. W., M. S., Columbia University (1955)
Hollinger, J. C., M. A., Cooper Union (1954)
Howard, G. W., PhD., Queens College (1930)
Kirkpatrick, T. B., M. A., Columbia University (1931) Honorary
Kroeten, H. J., M. Ed., U. S. Military Academy (1952)
Larsen, L. A., PhD., New York University (1943)
Lawrence, D. J., M. A., Colgate University (1952)
Madden, J. E., M. A., Brooklyn College (1948)
Moench, F. J., PhD., Cortland State Teachers College (1950)
Moffett, D. C., PhD., Cortland State Teachers College (1930) Military Leave
Oleson, F. A., PhD., Brooklyn College (1936)
Polansky, D. L., M. A., The City College of New York (1953)
Prettyman, A. I., B.PE., Sampson College (1917) Honorary
Rogers, M. H., M. A., Brockport State Teachers College (1945)

Runquist, K. C., EdD.,	Brooklyn College (1955)
Salmon, Robert, EdD.,	Queens College (1955)
Santora, J. D., M. A.,	Hunter College (1953)
Scott, H. A., PhD.,	Teachers College, Columbia University (1922)
Scott, Tom, M. A.,	Teachers College, Columbia University (1955)
Shaw, J. H., EdD.,	Syracuse University (1940)
Sich, J. S., M. A.,	Manhattan College (1953)
Smith, J. A., M. A.,	Hofstra College (1952)
Spitz, G. B., Jr., EdD.,	Queens College (1947)
Stultz, R. E., EdD.,	Syracuse University (1946)
Walke, N. S., PhD.,	Brooklyn College (1938)
Watt, T., Jr., B. S.,	Long Island A & T Institute (1948)
Weber, M. A., M. A.,	Hamilton College (1929)
Werner, A. C., M. S.,	U. S. Military Academy (1948)
Young, C. V. P., B. A.,	Cornell University (1904) Honorary
Zuaro, A. C., M. A.,	New York University (1955)

NORTH CAROLINA

Allen, E. M., Jr., M. A.,	University of North Carolina (1947)
Barrow, H. M., EdD.,	Wake Forest College (1949)
Cornwell, O. K., EdD.,	University of North Carolina (1931)
DeGroat, E. B., M. A.,	North Carolina State College (1955)
Derr, P. H., M. A.,	North Carolina State College (1946)
Fetzer, R. A., M. A.,	University of North Carolina (1924) Honorary
Hopson, R. W., PhD.,	North Carolina College (1952)
House, H. C., Jr., M. A.,	University of North Carolina (1950)
Jamerson, R. E., EdD.,	University of North Carolina (1935)
Long, J. W., PhD.,	Wake Forest (1947)
Perry, Gales, M. A.,	North Carolina State College (1951) Military Leave
Rabb, W. W., M. A.,	University of North Carolina (1949)
Shepard, G. E., EdD.,	University of North Carolina (1938)
Siewert, F. T., M. A.,	Western Carolina College (1950)
Townes, T. E., EdD.,	North Carolina College (1950)
Weatherford, A. E., PhD.,	North Carolina College (1948)

NORTH DAKOTA

Marti, L. R., M.Ed.,	University of North Dakota (1947)
Quaday, John, M.Ed.,	University of North Dakota (1953)

OHIO

Altman, G. J., M.Ed.,	Kent University (1935)
Ashbrook, W. P., PhD.,	Ohio State University (1929)
Ballenger, F., M. A.,	Kent State University (1949)
Bennett, B. L., PhD.,	Ohio State University (1948)
Bibler, R. E., M. A.,	Oberlin College (1949)
Butler, L. K., PhD.,	Oberlin College (1930)
Chestnutt, K. G., M. A.,	Kent State University (1952)
Cooper, S. L., M. A.,	Bowling Green University (1952)

Cushman, W. P., EdD.,	Ohio State University (1939)
Daniels, A. S., EdD.,	Ohio State University (1941)
Finnigan, E. L., M. A.,	Baldwin-Wallace College (1951)
Fischer, J. A., Jr., M. A.,	Kent State University (1951)
Gauthier, G. E., B. S.,	Ohio Wesleyan University (1924)
Gordon, J. A., M. A.,	Miami University (1951)
Gordon, R. D., M. A.,	Ohio Wesleyan University (1955)
Greene, N. N., M.Ed.,	Wilberforce State College (1948)
Gregg, W. H., M. A.,	Miami University (1948)
Hess, L. A., EdD.,	Ohio State University (1950)
Hixon, C. G., M. A.,	Ohio State University (1952)
Hoover, W. R., B. S.,	Kent State University (1947)
Jenkins, Sidney, M. A.,	Denison University (1949)
Kinsey, D. C., PhD.,	Oberlin College (1947)
Knuttgen, H. C., M. S.,	Ohio State University (1953)
Kotis, R. J., M A.,	Kent State University (1955)
Kovacic, C. R., M. A.,	Ohio State University (1948)
Kretchmar, R. T., EdD.,	Oberlin College (1947)
Landis, P. E., M. A.,	State Department of Education, Ohio (1942)
Larkins, R. C., M. A.,	Ohio State University (1939)
Leech, R. P., B. A.,	Ohio Wesleyan University (1955)
Livingston, W. J., B. S.,	Denison University (1921) Honorary
Mileham, M. C., M. A.,	University of Cintinnati (1938)
Moore, V. M., M. A.,	Kent State University (1949)
Morrison, W. R., ScD.,	Oberlin College (1918) Honorary
Nessley, C. T., M.Ed.,	Ohio University (1950)
Nichols, J. H., MD.,	Oberlin College (1916)
Oberteuffer, D., PhD.,	Ohio State University (1935)
Reed, D. B., MD.,	Oberlin, Ohio (1920) Honorary
Resick, M. C., M. A.,	Kent State University (1949)
Rhoads, A. H., M. A.,	Ohio University (1951)
Rider, G. L., B. A.,	Miami University (1920)
Savage, C. W., M. A.,	Oberlin College (1909) Honorary
Schwartz, R. R., M.Ed.,	University of Dayton (1950)
Stevenson, C., B. S.,	Oberlin College (1954)
Strimer, R. M., M. S.,	Ohio Wesleyan University (1955)
West, R. C., M. A.,	Otterbein College (1949)
Yard, R. N., M. S.,	Denison University (1955)

OKLAHOMA

Byrom, J. A. , EdD.,	Oklahoma A. & M. College (1954)
Harrison, A. B., B. S.,	Oklahoma A. & M. College (1953)
Keen, P. V., M. S.,	University of Oklahoma (1950)
Kevin, J. J., M. A.,	Oklahoma A. & M. College (1941)

OREGON

Bergstrom, R. W., EdD.,	Oregon State College (1954)
Borchardt, J. W., B. S.,	University of Oregon (1954)
Clarke, H. H., EdD.,	University of Oregon (1932)
Coleman, R. O., EdD.,	Oregon State College (1954)

Esslinger, A. A., PhD.,	University of Oregon (1947)
Evonuk, E., M. S.,	University of Oregon (1953)
Haar, F. B., PhD.,	University of Oregon (1954)
Hammer, W. M., M.Ed.,	University of Oregon (1951)
Koski, W. A., M. S.,	Oregon State College (1953)
Langton, C. V. N., EdD.,	Oregon State College (1939)
Peterson, H. E., M. S.,	Oregon State College (1954)
Raabe, H. W., M. S.,	Oregon State College (1949)
Sigerseth, P. O., EdD.,	University of Oregon (1948)
Sparks, L. J., M. A.,	Willamette University (1950)
Sprague, Vernon, M. A.,	University of Oregon (1952)

PENNSYLVANIA

Barr, J. S., M. A.,	Franklin and Marshall College (1954)
Bartlett, F. C., (Diploma)	Harvard, Lehigh University (1940)
Bilheimer, C. E., M. A.,	Gettysburg College (1929) Honorary
Bischoff, E. D., M. A.,	Penn State University (1952)
Blum, S. J., M.Ed.,	Bucknell University (1947)
Busey, D. G., M. S.,	Lycoming College (1954)
Conrad, D. L., M.Ed.,	Temple University (1952)
Corbin, H. D., PhD.,	State Teachers College, Lock Haven (1948)
Doeherty, William, B. S.,	Haverford College (1947)
Doherty, J. K., PhD.,	University of Pennsylvania (1952)
Fogg, S. P., M.Ed.,	Penn State University (1954)
Gardner, R. N., M.Ed.,	Lincoln University (1948)
Glascott, J. A., M. S.,	University of Pennsylvania (1952)
Gray, A. R., B. S.,	Penn State University (1954)
Gross, E. A., M. S.,	Penn State University (1950)
Hansen, W. C., M.Ed.,	Allegheny College (1951)
Hughes, W. L., PhD.,	Temple University (1925)
Jenny, J. H., M.Ed.,	Temple University (1950)
Jones, L. M., PhD.,	Penn State University (1930)
Lawther, J. D., M. A.,	Penn State University (1951)
Loveless, J. C., M. A.,	Grove City College (1951)
Luehring, F. W., PhD.,	University of Pennsylvania (1912) Honorary
McCoy, E. B., M. A.,	Penn State University (1952)
Mercer, E. L., MD., Sc.D.,	133 Ogden, Swarthmore, Pa. (1920) Honorary
Meredith, W. F., PhD.,	University of Pennsylvania (1941)
Oermann, K. C. H., PhD.,	University of Pittsburgh (1946)
Olson, C., B. S.,	University of Pittsburgh (1946)
Rivero, M., M. A.,	Lincoln University (1948)
Schott, C. P., PhD.,	Penn State University (1929) Honorary
Scott, C. R., M. S.,	University of Pennsylvania (1951)
See, D. A., M.Ed.,	Carnegie Institute of Technology (1949)
Stagg, A. A., Sr., B. A.,	Susquehanna University (1900) Honorary
Stagg, A. A., Jr., M. A.	Susquehanna University (1941)
Stetson, W. J., M. A.,	Swarthmore College (1951)
Stoddart, C. W., Jr., M. S.,	Penn State University (1951)
Thiel, G. N., M.Ed.,	Penn State University (1952)
Van Dalen, D. B., PhD.,	University of Pittsburgh (1946)
Way, H. P., M.Ed.,	Allegheny College (1939)
Winters, A. E., M. A.,	Lafayette College (1926)

RHODE ISLAND

Cieurzo, P. F., Jr., M. A., Rhode Island University (1939)
Hefferman, J. M., M.Ed., Brown University (1952)
Swain, L. E., M. A., Brown University (1926) Honorary

SOUTH CAROLINA

Cooper, J. R. R., M. A., Clemson College (1955)
Fourier, A. E., M. A., University of South Carolina (1951)
Grugan, J. D., B. A., University of South Carolina (1949)
Scheerer, W. W., M. A., Wofford College (1948)
Silcox, W. A., B. S., College of Charleston (1950)

SOUTH DAKOTA

Danielsen, E. R., M. A., South Dakota State College (1950)
Goodell, H. B., M. S., South Dakota School of Mines and Technology (1940)

TENNESSEE

Eblen, R. H., M. S., Tennessee Tech (1951)
Hobt, A. W., M. S., University of Tennessee (1928)
Humphreys, C. C., M. A., Memphis State College (1947)
Hyden, J. P., Vanderbilt University (1949)
Johnson, K. P., M.Ed., Maryville College (1949)
Overall, P. V., M. S., Tennessee Polytechnic Institute (1947)
Patty, E. K., PhD., Middle Tennessee State College (1947)
Plotkicki, B. A., M. S., University of Tennessee (1947)
Sudduth, S. B., PhD., George Peabody College (1951)

TEXAS

Alderson, C. J., EdD., University of Texas (1950)
Barlow, T. E., B. A., University of Texas (1953)
Barr, A. R., M. A., Southern Methodist University (1948)
Bearden, F. W., EdD., The Rice Institute (1953)
Berridge, H. L., EdD., Randolph Field, San Antonio (1947)
Brace, D. K., PhD., University of Texas (1924)
Brinley, E. D., EdD., Texas College of Arts and Industries (1943)
Brown, H. S., EdD., Southern Methodist University (1948)
Hermance, G. L., M. A., The Rice Institute (1931)
Kireilis, R. W., Dir. P.E., Texas Tech (1953)
Landiss, C. W., EdD., Texas A & M College (1948)
MacKenzie, M. E., EdD., East Texas State Teachers College (1951)
McGraw, L. W., EdD., University of Texas (1954)
Messersmith, L. L., EdD., Southern Methodist University (1932)
Mitchem, J. C., PhD., Prairie View A & M College (1955)
Segrest, H. B., M. S., Texas A & M College (1952)
Tishler, C. E., M. A., Texas A & M College (1949)
Weston, Arthur, EdD., The Rice Institute (1952)
Whitaker, B. M., B. A., University of Texas (1949)

UTAH

Hart, C. J., EdD.,	Brigham Young University (1942)
Hunsaker, H. B., M. S.,	Utah State Agricultural College (1948)
Nash, J. B., PhD.,	Brigham Young University (1927) Honorary

VERMONT

Kelly, J. J., M. A.,	Middlebury College (1947)
Post, A. T.,	University of Vermont (1936)
Strassburg, N. K., M.Ed.,	University of Vermont (1955)
Taddonio, D. A., M.Ed.,	Castleton State Teachers College (1955)

VIRGINIA

Dyck, P. B., M. A.,	Virginia Tech (1946)
Heidloff, R. C., M.PE.,	University of Virginia (1934)
Lord, N. F., B. S.,	Washington and Lee University (1949)
Ludwig, L. T., M.Ed.,	University of Virginia (1929)
Neilson, H. N., M.Ed.,	Hampton Institute (1953)

WEST VIRGINIA

Duncan, R. O., EdD.,	West Virginia University (1952)
Holter, F. J., Jr., PhD.,	West Virginia University (1932)
Mackey, R. T., M. A.,	Shepherd College (1949)

WASHINGTON

Bohler, J. F., B. S.,	State College of Washington (1928) Honorary
Brumbach, W. F., M. S.,	University of Washington (1954)
Galligan, G. E., EdD.,	State College of Washington (1947)
House, H. H., PhD.,	State College of Washington (1932)
Palmer, C. L., EdD.,	University of Washington (1952)

WISCONSIN

Anderson, J. E., M. S.,	University of Wisconsin (1953)
Denney, A. C., M. A.,	Lawrence College (1935)
Francis, R. J., PhD.,	University of Wisconsin (1953)
Hope, L. J. , M. S.,	Beloit College (1948)
Mansfield, A. M., M. A.,	University of Wisconsin (1953)
Masley, A. L., B. A.,	University of Wisconsin (1945)
Rarick, G. L., PhD.,	University of Wisconsin (1951)
Rippe, Russell, M. A.,	University of Wisconsin (1953)
Wolfe, J. G., PhD.,	University of Wisconsin (1950)

HAWAII

Gustuson, D. H, M. A.,	University of Hawaii (1949)

CANADA

Ashton, N. J., B. S.,	McGill University (1955)
Blackstock, C. R., B. S.,	Pickering College (1948)
Griffiths, M. G., M. A.,	University of Toronto (1952)
Keefe, R. J., EdD.,	University of Saskatchewan (1952)
Lamb, A. S., MD.,	McGill University (1919) Honorary
Mitchell, W. F., B. S.,	Ontario Agricultural College (1948)
Ort, R. A., B. A.,	University of Western Ontario (1953)
Osborne, R. F., B.Ed.,	University of British Columbia (1948)
Ryan, H. R., B.PE.,	McGill University (1950)
Stevens, W. A., M. S.,	University of Toronto (1949)
Thomas, Paul, M. S.,	University of Saskatchewan (1955)
Yuhaz, M. S., M. S.,	University of Western Ontario (1955)
Zeigler, E. F., PhD.,	University of Western Ontario (1950)

PUERTO RICO

Furman, D. C., EdD.,	University of Puerto Rico (1948)
Mangual, R. A., B. S.,	A & M College, Mayagues, Puerto Rico (1951)
Sambolin, L. F., M. S.,	Polytechnic Institute of Puerto Rico (1954)
Torregrosa, F. M., M. S.,	University of Puerto Rico (1948)

PHILLIPINES

Bartolome', C. C., M.PE.,	University of Phillipines (1950)

PHYSICAL EDUCATION

UNIVERSITY OF MICHIGAN